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ABSTRACT

This survey was conducted based on requests from local education agencies who wish to use models in creating their own needs assessment. The 39 sample forms and questionnaires included in this document represent pupil personnel services which are delivered through a variety of educational systems. The Illinois State Board of Education cannot endorse any of the instruments; they are being provided strictly as resource material. Priorities in programming should develop from identified needs of students, staff, administrators, and parents, ordered according to rational and defensible criteria. Decisions relating to what services are offered, who provides them, how they are delivered, and for whom they are designed should be based on objective data, systematically obtained. The following steps suggest basic guidelines for conducting a systematic needs assessment: (1) organize a planning group; (2) identify goals and the target group(s) to be surveyed; (3) determine the methodology to be used; (4) decide on followup procedures to be used if initial response rate is inadequate; (5) develop procedures for summarizing and interpreting needs assessment results; (6) plan how and to whom results should be disseminated; and (7) determine how needs assessment data are to be translated into programmatic goals and objectives. (Author/GK)

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Illinois
State Board of
Education

100 North First Street
Springfield, Illinois 62777

Needs
Assessment

Pupil
Personnel Services

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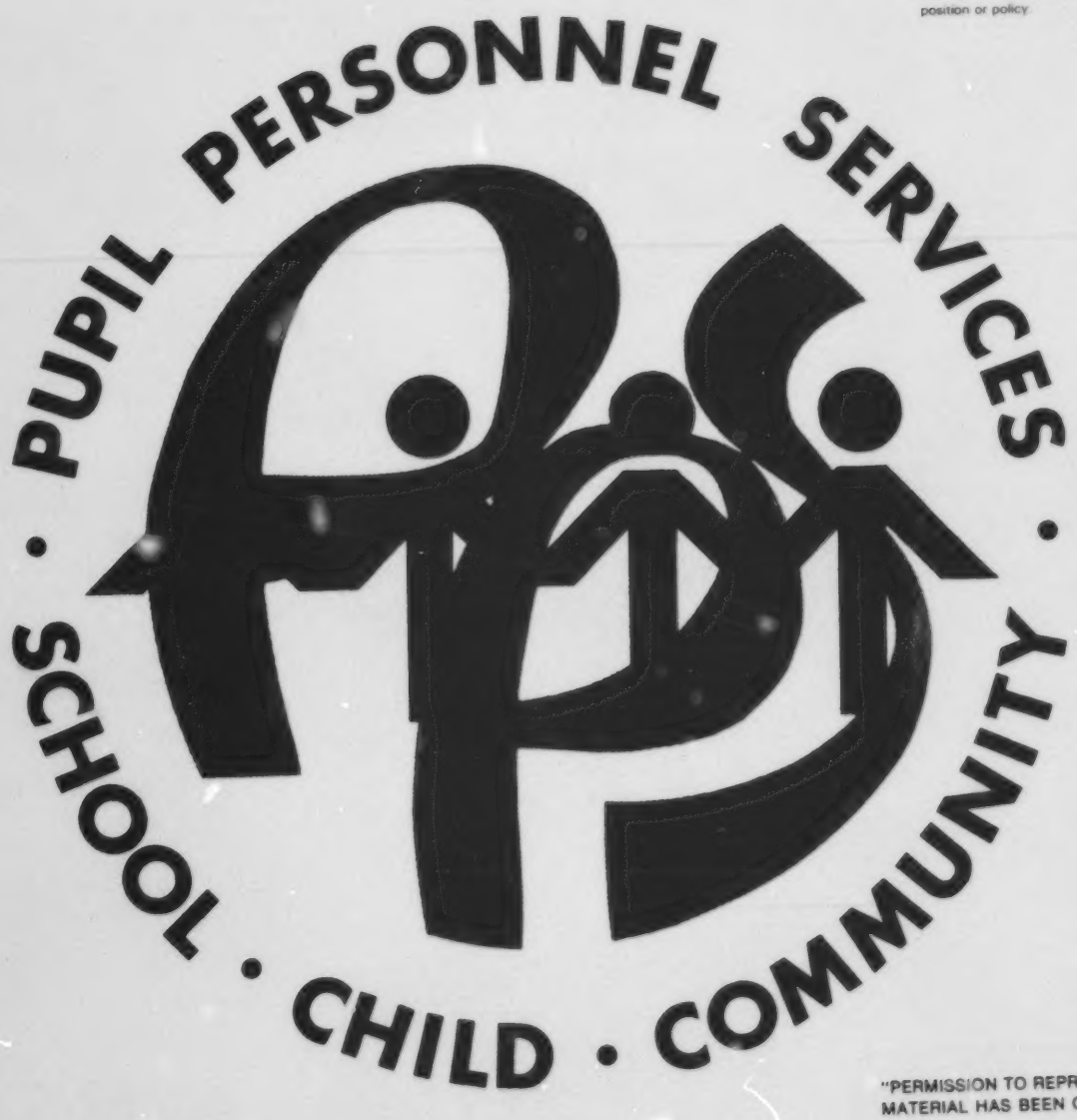

TM 810 677

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JULY, 1981

FOREWORD

As part of its continuing efforts to improve pupil personnel services in the state, the Illinois State Board of Education surveyed approximately 1300 local education agencies to locate working needs assessment forms. This effort is consistent with the State Board of Education policy (adopted June 25, 1981) of encouraging local education agencies to provide a comprehensive approach to pupil personnel services as an integral part of their total education program.

The principles underlying the policy statement provide the foundation for pupil personnel services to be based on a comprehensive needs assessment. They are as follows:

1. Pupil personnel services is an integral part of the total education program and should be organized and delivered for the purposes of helping all students achieve maximum benefits from the school program, and helping teachers, parents and other persons involved to provide optimum teaching and learning conditions for students.

2. State and local pupil personnel services programs should be comprehensive in scope, based on a periodic needs assessment of at least a representative sample of students, parents, staff and other interested parties, and should include provisions to document the extent and results of services provided to students, teachers, parents and others in the community. The local education agency should establish linkage with other community and regional resources to provide a coordinated and comprehensive approach to pupil personnel services.

3. Pupil personnel services should be designed to assure that the personal values of all program participants are respected.

The Illinois State Board of Education is grateful to the special education districts/agreements and school districts who generously provided their forms. Appreciation is also given to Mrs. Sheryl Poggi and Ms. Beth Bandy of the Department of Specialized Educational Services, for directing the effort.

It is anticipated that the forms included in this document will provide the impetus for local education agencies to review their needs assessment process and procedures. This review should then serve as the initial step toward providing comprehensive pupil personnel services to all children in Illinois.

Donald G. Gill

Donald G. Gill
State Superintendent of Education

INTRODUCTION

This survey was conducted based on numerous requests from local education agencies who wish to use models in creating their own needs assessment for compliance with Section 4-2.21 of Illinois Program for Evaluation, Supervision and Recognition of Schools - State Board of Education Document Number I. The forms included in this document represent pupil personnel services which are delivered through a variety of educational systems (e.g. special education agreements, rural and urban school districts, individual special education districts, etc.). The forms have not been reviewed according to any evaluative criteria nor has their usage been validated. Therefore, the State Board of Education cannot endorse any of the instruments. They are being provided strictly as resource material.

As districts peruse the instruments, it is important to keep in mind that the foundation of a comprehensive and effective pupil personnel services program is needs assessment. Priorities in pupil personnel services programming should develop from identified needs of students, staff, administrators, and parents, ordered according to rational and defensible criteria. Decisions relating to what services are offered, who provides them, how they are delivered, and for whom they are designed should be based on objective data, systematically obtained. Such systematic and ongoing data collection helps pupil personnel services remain relevant to changing environmental conditions and human needs.

In developing a procedure for assessing needs, pupil personnel leaders should consider how the process will fit into the total programmatic plan for the district. It is vital that the planning process involve other significant components of the total school programs.

Duplication of effort is one of the dangers that may occur in conducting needs assessment. Program planners within individual pupil personnel services disciplines, operating independently, may ask basically similar questions of the target groups. Well-coordinated efforts within a team framework can avoid this duplication, enhance communication, and provide more effective responses to identified needs.

Procedures for conducting needs assessments vary widely, depending on the type of school, the commitment to the process and available technical and financial support. The following steps suggest basic guidelines for conducting a systematic needs assessment:

1. Organize a planning group;
2. Identify goals and the target group(s) to be surveyed;
3. Determine the methodology to be used, i.e., survey instrument, personal interview;
4. Decide on followup procedures to be used if initial response rate is inadequate;
5. Develop procedures for summarizing and interpreting needs assessment results;
6. Plan how and to whom results should be disseminated;
7. Determine how needs assessment data are to be translated into programmatic goals and objectives.

Ideally, each local school district has adopted a set of system goals and student goals involving the contributions of all staff members, including pupil personnel workers. These goals statements indicate the long-range expectations of the school district and provide a sense of direction for school programs and services. Formal adoption of the goals by the local board of education implies broad community acceptance.

Pupil personnel service workers should play an integral part in developing broad goals and specific objectives for the services they perform. Objectives must be determined through team efforts to ensure understanding, cooperation and commitment on the part of those who are charged with their accomplishment.

An objective-based pupil personnel services program focuses systematically on the needs of students. It moves from a stance of "What are we going to do?" to "How can we best accomplish the broad goals and specific objectives developed from needs assessment data?"

Objectives stated in terms of measurable outcomes provide a focus for the integrated efforts of pupil personnel service team members and thus diminish or eliminate a disorganized approach to delivery of services. When understood and accepted by school and community members, precisely stated objectives help to clarify conflicting expectations in regard to what services pupil personnel service workers ought to be providing. The underlying aim of an objective-based pupil personnel program is that as many students as possible attain the desired program outcomes.

KKM:6857i

SOURCE PROVIDING FORM	PROGRAM(S) ASSESSED							POPULATION(S) SURVEYED						PAGE
	Inservice	Counseling	Social Work	Psychology	Nursing/Health	Other		Students	Teachers	PPS Professionals	Parents	Other Related Service Personnel	Administration	
Local School Districts														
Argo Community High School 217		X						X						1-4
Chicago District 299		X	X	X		X				X	X			5-17
Community Consolidated Sch. Dist. 15		X	X	X					X				X	18-25
Forest Ridge School District 142			X	X		X			X			X	X	26-30
Fox River Grove C.S.D. 3	X								X	X		X	X	31
Johnsburg C.U.S.D. 12		X			X	X			X	X		X		32-39
Lawrence County C.U.D. 20		X	X	X	X				X					40-43
Marengo Consolidated Sch. Dist. 140		X	X	X	X				X		X		X	44
Northbrook District 27		X	X	X		X			X		X			45-61
Oak Park & River Forest District 200	X								X	X	X	X	X	62-63
Orland Park District 135	X	X	X	X	X	X			X	X			X	64-65
Palisades C.C.S.D. 180			X	X	X	X			X	X	X	X	X	66-68
Prairie Grove C.S.D. 46		X	X	X		X			X	X	X	X		69-75
Sterling C.U.D. 5		X						X						76
Warren Township High School 121		X	X	X	X	X				X		X		77-78
Special Education Dist./Agreement														
Alton C.U.S.D. 11	X	X	X	X	X	X			X	X	X	X	X	79-82
Aurora East Public Sch. Dist. 131	X	X	X	X	X	X		X	X	X	X	X	X	83-99
Bloomington District 87	X	X	X	X	X	X			X	X	X	X	X	100-102
Springfield District 186			X	X	X				X		X		X	103

*Resource Information: A Checklist for Designing Needs Assessment Studies 104-108
Alternative Approaches to Needs Assessment Identified in the Literature 109-112
Provided by Black Hawk Area Special Education District

ARGO COMMUNITY HIGH SCHOOL DISTRICT 217
7329 West 63rd Street
Summit, Illinois 60501

Year: 9 10 11 12 **STUDENT OPINION INVENTORY** Sex: M F

Part I Directions Rate how well you feel ACHS's current programs help students achieve the following goals using the following scale.

4. Very Well - little or no improvement needed
3. Reasonably Well - but some improvement needed
2. Fair - much improvement needed
1. Very Poorly - a major effort is needed to revise existing programs and/or develop new ones to achieve this goal.
0. No Opinion

How Well Do ACHS's Current Programs Help Students.....	Very Well	Reasonably Well	Fair	Very Poorly	No Opinion
1. develop their skills and abilities and achieve according to their potential?.....	4	3	2	1	0
2. develop a desire to learn?.....	4	3	2	1	0
3. develop the ability to make good decisions?.....	4	3	2	1	0
4. learn how to understand and deal with their own feelings in a positive way?.....	4	3	2	1	0
5. develop their ability to get along well with adults?.....	4	3	2	1	0
6. develop their ability to get along well with other teenagers?.....	4	3	2	1	0
7. develop habits and attitudes that contribute to good health?.....	4	3	2	1	0
8. understand American life and the workings of our democracy?.....	4	3	2	1	0
9. understand and be committed to social justice for all people?.....	4	3	2	1	0
10. become wise consumers?.....	4	3	2	1	0
11. become familiar with and appreciate literature, music, and art?.....	4	3	2	1	0
12. appreciate the role and value of work?.....	4	3	2	1	0
13. learn about career opportunities and requirements?.....	4	3	2	1	0
14. learn how to relate their abilities, interests, and values to various career opportunities and requirements?.....	4	3	2	1	0
15. make appropriate short and long range career plans?.....	4	3	2	1	0

Part II Directions Indicate how strongly you agree or disagree with each of the following statements as to how well you feel they describe you.

5. I Strongly Agree that this statement is very true of me.
4. I Agree that for the most part this statement is true of me.
3. I am Undecided or not sure about this statement as it applies to me.
2. I Disagree because for the most part this statement is not true of me.
1. I Strongly Disagree because this statement is not at all true of me.

How Well Do Each of the Following Describe You?	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I practice good study habits	5	4	3	2	1
2. I am happy and satisfied with the grades I earned last year	5	4	3	2	1
3. It is easy for me to pay attention in most of my classes	5	4	3	2	1
4. I usually do my written homework carefully and turn it in on time	5	4	3	2	1
5. It is easy for me to concentrate while reading or studying	5	4	3	2	1
6. I usually can take good notes that help me learn	5	4	3	2	1
7. I am usually well-prepared to take a test	5	4	3	2	1
8. I try to plan and use my time well	5	4	3	2	1
9. I get along well with my father...Does Not Apply	5	4	3	2	1
10. I get along well with my mother...Does Not Apply	5	4	3	2	1
11. I get along well with my guardian(s)...Does Not Apply	5	4	3	2	1
12. I get along well with my brothers and sisters...Does Not Apply	5	4	3	2	1
13. I get along well with my teachers	5	4	3	2	1
14. I get along well with my counselor	5	4	3	2	1
15. I can make and keep friends easily	5	4	3	2	1
16. I try to take school seriously and enjoy it as much as possible	5	4	3	2	1
17. I try to either participate or attend school events and activities	5	4	3	2	1
18. I think I know and like myself as a person	5	4	3	2	1

19. I have a lot of confidence in myself.....	5	4	3	2	1
20. I usually accept my mistakes and failures as a challenge to improve myself.....	5	4	3	2	1
21. I am <u>not</u> a follower.....	5	4	3	2	1
22. I have a good idea of what my abilities and career interests are....	5	4	3	2	1
23. I have explored information about several possible careers.....	5	4	3	2	1
24. I have a clear idea of what I am going to do after high school.....	5	4	3	2	1

Part III Directions: Indicate how interested you think you would be in participating in various school day programs.

4. Yes, Definitely
3. Probably
2. Maybe, not sure
1. No, Definitely Not

Would You Be Interested in Participating in a Program During the School Day That Would Help You.....	Yes, Definitely	Probably	Maybe, not sure	No, Definitely Not
1. improve your study habits and grades?.....	4	3	2	1
2. improve your reading and writing skills?.....	4	3	2	1
3. improve your math skills?.....	4	3	2	1
4. stay out of trouble in school?.....	4	3	2	1
5. get along better with your parents or guardians?.....	4	3	2	1
6. get along better with others your age and make friends more easily?...	4	3	2	1
7. improve your relationships with the opposite sex?.....	4	3	2	1
8. feel more sure of your self and increase your self-confidence?.....	4	3	2	1
9. learn to accept your mistakes and failures as challenges to improve...	4	3	2	1
10. establish your own individuality and identify so you are not so easily influenced by others.....	4	3	2	1
11. learn more about career opportunities and requirements?.....	4	3	2	1
12. learn more about the connection between your abilities and interests and career opportunities and requirements?.....	4	3	2	1

13. learn more about the process involved in making good decisions?..... 4 3 2 1

14. develop short and long range educational and career goals and plans?.. 4 3 2 1

1. Please indicate what your three greatest problems or concerns are right how.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

2. If there are any courses, programs, or services not currently being offered that you feel should be offered, what are they?

3. What do you like least about ACHS?

4. What do you like best about ACHS?

CHICAGO SCHOOL DISTRICT 299
228 North LaSalle Street
Chicago, Illinois 60601

Questionnaire for Professionals in Guidance Services PPS-G80

Please respond to the questions below. Your individual answers will be held confidential and only grouped information will become public. The purpose in soliciting this information from you is to assess the needs for services. The information will be used by the various bureaus within Pupil Personnel Services to plan program. Thank you. If questions don't apply to you, leave them blank.

I. Background Information:

a. Circle what district(s) you are in: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

b. If you are citywide, check here _____ , or if you work out of a Pupil Service Center, indicate which one here: _____

c. How many years have you been appointed a professional in guidance? _____

d. How many years have you been employed by the Chicago Board of Education in your present level of position? _____

e. What is the age range of the students you work with? _____ to _____ yrs old

f. On average, how many pupils do you serve per week? _____

g. What number of pupils are you responsible for serving (include those in public, parochial and private schools in the total)? _____

h. What approximate number of pupils are in special education programs at your school? _____

i. Is there a bilingual program at your school? _____

j. Is the number of transient students higher than average at the school? _____

k. Check here if you are a ___ part-time or a ___ full-time counselor.

II. Effectiveness of Service as Currently Delivered:

a. Do teachers in your school:

	Yes	Some Don't	About Half	Most Don't
1) identify pupils with needs in guidance?	___	___	___	___
2) initiate guidance services for a pupil?	___	___	___	___
3) implement recommendations of a counselor?	___	___	___	___

b. In your opinion,

1) does service delivery in Chicago rank _____ above, _____ the same as, or _____ below that of other large cities? (Check one) (or _____ don't know)

2) do parents generally rate the delivery of guidance services as: ___ poor, ___ adequate, or ___ good?

3) do teachers in the classroom feel services are: ___ adequate, ___ inadequate?

4) do pupils view the guidance services as: ___ very helpful, ___ OK, ___ not helpful?

c. Which of these problems hamper the effectiveness of your work?

Degree of Problem High	Med.	Low	No Problem	
___	___	___	___	infrequent inservices
___	___	___	___	availability of supplies
___	___	___	___	accessibility of pupil's files
___	___	___	___	incompleteness of records
___	___	___	___	too much paperwork
___	___	___	___	duties unrelated to job description
___	___	___	___	inappropriate expectations by others
___	___	___	___	relationships with principals or teachers
___	___	___	___	appointments not kept by others
___	___	___	___	delays in report preparation
___	___	___	___	procedures for P.L. 94-142
___	___	___	___	inadequate facilities
___	___	___	___	too many regulations

Return completed form to Dept. of Res. & Eval. Room 204, Mail Run 35

d. What areas have backlogs or waiting lists for service?

e. Are there guidance needs that can't be delivered with existing staff?

III. Identifying Areas of Need:

a. What is the most crucial need in the guidance area? (Rank from 1 to 5; 1=Most Crucial Need)

___ additional personnel
___ inservice for teachers
___ new goals and objectives
___ improved working relationships
___ other: _____

b. From your experience in the field, is guidance service being provided to the groups listed below?

Selected Levels	Served	Under-Served	Not Served
Preschool			
Primary			
Intermediate			
Upper Elem.			
Ninth Grade			
10th & 11th			
Seniors			

Selected Special Areas	Served	Under-Served	Not Served
TMH, EMH			
BD-ED, ERA			
Learning Disabled			
Physically Handicapped			
Blind			
Deaf			
Other: _____			

Selected Groups			
Expelled Students			
Drop-outs, Potential Drop-outs			
Pregnant Girls			
Truants, Chronic Truants			
Children in Legal Trouble			
Other: _____			

Selected Populations			
Limited English Prof.			
Racially/Culturally Different			
Economically Disadvantaged			
Gifted and Talented			
Other: _____			

c. Please answer YES, NO, or Don't Know:

1. Should the number of personnel delivering guidance services be increased? _____
2. Can increases be justified on the basis of numbers of pupils to be served? _____
3. Can increases be justified by the goal of greater intensity of services? _____
4. Should service be expanded beyond those currently being served? _____
5. Should the goal or direction of service in guidance be changed? _____

If YES, indicate new goal or direction or who else should receive service:

d. Describe three types of cases below. One which reflects a situation in which your service as a counselor is usually successful, a second in which you are only sometimes effective, and a third that frustrates you because your service rarely helps.

IV. Ways that service delivery might be improved: (Please give specific suggestions where possible)

a. What inservice help do teachers need in using or understanding guidance services?

b. What information do parents need so that their children can benefit from guidance services?

c. What task that is not now part of this service area should be added so that the effectiveness of service to students is increased?

d. Are there any existing service goals that are not being implemented?

e. Are there activities that could be dropped without decreasing the effectiveness of service?

f. At any given time, what pupil/counselor ratio will maximize the quality of service to a population while still being affordable? _____

g. Should the way guidance is administered be changed to improve delivery of services? _____ How?

h. What is the most important function of a guidance counselor? How could this function be improved?

V. Projecting to Future Needs for Services:

a. Are there any trends that you see developing that will result in a new or expanded service need in guidance in the next two to three years?

b. What new improved program in guidance and counseling would you like to be involved in by the year 1985? Describe the essentials:

Questionnaire for Professionals in School Social Work PPS-SW81

Please respond to the questions below. Your individual answers will be held confidential and only grouped information will become public. The purpose in soliciting this information from you is to assess the needs for services. The information will be used by the various bureaus within Pupil Personnel Services to plan program. If questions don't apply to you, leave them blank. Thank you for your assistance.

I. Background Information:

a. Circle what district(s) you are in: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

b. Check whether you are Certified by: State Type 73 ___ Bd of Ed ___ State CSW ___

c. How many years have you been employed by the Chicago Board of Education in the position of social worker? _____ yrs.

d. What is the age range of the students you work with? _____ to _____ yrs old

e. How many schools do you serve? Elementary _____
High School _____ Not Applicable ____

f. On average, how many referrals do you receive per week? _____
how many direct service contacts to students do you make per week? _____
how many direct service contacts to parents do you make per week? _____

g. Check if there are bilingual programs _____ or special education programs _____ at most of the schools you serve. Not Applicable ____

II. Effectiveness of Service as Currently Delivered:

a. Do the people at the schools you serve:

	Yes	Some Don't	About Half	Most Don't
1) make referrals in a timely manner?	___	___	___	___
2) provide sufficient information to you?	___	___	___	___
3) implement recommendations that you make?	___	___	___	___

b. In your opinion,

1) do pupils view the social worker: very helpful ____, OK ____, or not helpful ____?

2) do parents generally rate the services of the social workers as poor _____, adequate _____ , or good _____?

3) do teachers in the classroom feel services are adequate ____ or inadequate ____?

c. Which of these problems hamper the effectiveness of your work?

Level of Problem High	Med.	Low	No Problem	
___	___	___	___	infrequent inservices
___	___	___	___	availabiliby of supplies
___	___	___	___	Accessibility of pupils's files
___	___	___	___	incompleteness of records
___	___	___	___	too much paperwork
___	___	___	___	duties unrelated to job description
___	___	___	___	unrealistic expectations by others
___	___	___	___	relationships with principals or teachers
___	___	___	___	appointments not kept by others
___	___	___	___	delays in report preparation
___	___	___	___	procedures for P.L. 94-142
___	___	___	___	inadequate facilities
___	___	___	___	too many regulations
___	___	___	___	lack of clerical help
___	___	___	___	no standardization in the forms used
___	___	___	___	large caseload to be covered
___	___	___	___	too much emphasis on number of contacts
___	___	___	___	availability of confidential work space
___	___	___	___	access to phone
___	___	___	___	misunderstanding of job role

d. Is the coordinator - social worker relationship a satisfactory setup for supervision of the work? Yes ___ No ___

e. Do you experience an overload, a shortage of work, or a [illegible] amount of work in the schools you are expected to serve?

f. What needs for social worker services are there that can't be delivered with existing staff? Describe:

III. Identifying Areas of Need:

a. What is the most crucial need within the area of social work services? (Rank the items below from 1 to 5; where 1=Most Crucial Need)

_____ additional personnel
_____ inservice for teachers, counselors and administrators
_____ new goals and objectives
_____ improved working relationships
_____ other: _____

b. From your experience in the field, how adequate is service to the pupils listed below?

Selected Levels	Served	Under-Served	Not Served
Abused or Neglected Children			
Non-enrolled school-age			
Intermediate			
Upper Elem.			
Ninth Grade			
10th & 11th			
Seniors			

Selected Special Areas	Served	Under-Served	Not Served
TMH, EMH			
BD-ED, ERA			
Learning Disabled			
Physically Handicapped			
Blind			
Deaf			
Other: _____			

Selected Groups			
Expelled Students			
Drop-outs, Potential Drop-outs			
Pregnant Girls			
Truants, Chronic Truants			
Children in Legal Trouble			
Other: _____			

Selected Populations			
Limited English Prof.			
Racially/Culturally Different			
Economically Disadvantaged			
Gifted and Talented			
Other: _____			

c. Please answer YES, NO, or Don't Know:

1. Should the number of personnel in School Social Work Service be increased? _____
2. Can increases be justified on the basis of numbers of pupils to be served? _____
3. Can increases be justified by the goal of greater intensity of services? _____
4. Should service be expanded beyond those currently being served? _____
5. Should the goal or direction of service in social work be changed? _____

If YES, indicate new goal or direction or who else should receive service:

d. Describe three types of cases below. One which reflects a situation in which your services as the social worker are usually successful, a second in which you are only sometimes effective, and a third that frustrates you because your service rarely helps.

IV. Ways that service delivery might be improved: (Please give specific suggestions where possible)

a. What inservice help do teachers need in using or understanding your services?

b. What information do parents need so that their children can benefit from social work services?

c. What task that is not now part of this service area should be added so that the effectiveness of service to students is increased?

d. Are there any existing service goals that are not being implemented?

e. Are there activities that could be dropped without decreasing the effectiveness of service?

f. At any given time, what pupil/social worker ratio will maximize the quality of service to a population while still being affordable? _____

g. Should the administration of social work be changed to improve the delivery of services? _____ How?

h. What is the most important function of a social worker? and How could this function be improved?

V. Projecting to Future Needs for Services:

a. Are there any trends that you see developing that will result in a new or expanded service need in school social work services in the next two or three years?

b. What new improved program in school social work service would you like to be involved in by the year 1985? Describe the essentials:

(Thank you. Please return the survey in the envelope to Room 204, Dept. of Research, Evaluation & Long Range Planning, Mail Run 35.)

Questionnaire for Professionals in Psychological Service PPS-PSYBI

Please respond to the questions below. Your individual answers will be held confidential and only grouped information will become public. The purpose in soliciting this information from you is to assess the needs for services. The information will be used by the various bureaus within Pupil Personnel Services to plan programs. Thank you. If questions do not apply to you, leave them blank.

I. Background Information:

A. Circle the district(s) in which you are working: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

B. If you are citywide (Central Office) check here _____; or if you work in a Special Program, indicate which one here: _____

C. How many years have you been employed as an Illinois certified school psychologist? _____

D. How many years have you been employed by the Chicago Board of Education since being certified as a psychologist by the Board of Examiners? _____

E. What is the age range of the students with which you work? ____ to ____ years old

F. Do your responsibilities include service to students enrolled in parochial and private schools? ____

G. On the average, how many students do you serve per week? _____

H. During a calendar year, what is the approximate number of students referred to you as possible candidates for special education? _____

I. Do you evaluate limited or non-English speaking students?

Seldom or Never	Up to Half Your Load	More than Half	Usually or Always
_____	_____	_____	_____

II. Effectiveness of Service as Currently Delivered:

A. Do school personnel in your schools:

	Yes	Some Don't	About Half	Most Don't
1) Identify students with needs for psychological services?	____	____	____	____
2) Initiate written referrals for identified students?	____	____	____	____
3) Utilize the results of the psychological evaluation?	____	____	____	____

B. In your opinion,

1) do psychological services in Chicago rank: (check one)
Above_____, The same as_____, or Below_____ that of other large cities? Don't Know____

2) do parents generally rate the delivery of psychological services as:
Good_____, Adequate_____, or Poor_____ Don't Know_____

3) do teachers in the classroom feel psychological services are:
Good_____, Adequate_____, or Inadequate_____ Don't Know____

4) do students view the psychological services as:
Very Helpful_____, OK_____, Not Helpful_____ Don't Know_____

C. Please answer YES, NO, or DON'T KNOW

1) Should the number of psychologists be increased? _____
2) Can an increase be justified on the basis of numbers of students to be served? _____
3) Can an increase be justified by the goal of giving more intensive service? _____
4) Should the goal or direction of psychological service be changed? _____
If yes, indicate new goal or direction or who else should receive service:

D. Describe three types of cases below. One which reflects a situation in which your services as a psychologist are usually successful, a second in which you are only sometimes effective, and a third that frustrates you because your services rarely help.

III. Areas of Need:

A. What is the most crucial need in psychological services? (Rank these from 1 to 5, where 1=most crucial need)

_____ additional personnel
_____ inservices for staff
_____ clear goals and objectives
_____ improved working relationships
_____ other (_____)

B. From your experience in the field, are psychological services being delivered to the groups listed below? (Check the items below as appropriate)

Selected Levels	SERVED	UNDER-SERVED	NOT SERVED	OVER-SERVED
Preschool	___	___	___	___
Primary	___	___	___	___
Intermediate	___	___	___	___
Upper Elem.	___	___	___	___
Ninth Grade	___	___	___	___
10th & 11th	___	___	___	___
Seniors	___	___	___	___

Selected Special Areas	SERVED	UNDER-SERVED	NOT SERVED	OVER-SERVED
TMH, EMH	___	___	___	___
BD-ED, ERA	___	___	___	___
Learning Disabled	___	___	___	___
Physically Handicapped	___	___	___	___
Blind	___	___	___	___
Deaf	___	___	___	___
Other: _____	___	___	___	___

Selected Groups				
Drop-outs, Potential	___	___	___	___
Pregnant Girls	___	___	___	___
Truants Chronic Truants	___	___	___	___
Children in Legal Trouble	___	___	___	___

Selected Populations				
Limited English Prof.	___	___	___	___
Racially/Culturally Different	___	___	___	___
Economically Disadvantaged	___	___	___	___
Gifted and Talented	___	___	___	___
Other: _____	___	___	___	___

C. Which of these problems hamper the effectiveness of your work?

Level of Problem			No	
High	Med.	Low	Problem	
___	___	___	___	insufficient clerical (typing)support
___	___	___	___	infrequent inservices
___	___	___	___	unavailability of supplies
___	___	___	___	inaccessibility of student's files
___	___	___	___	incompleteness of records
___	___	___	___	too much paperwork
___	___	___	___	lack of opportunity to attend professional conferences
___	___	___	___	duties unrelated to job description
___	___	___	___	inappropriate expectations by others
___	___	___	___	relationships with principals or teachers
___	___	___	___	appointments not kept by others
___	___	___	___	few opportunities to apply unique or newly acquired skills
___	___	___	___	procedures for P.L. 94-142
___	___	___	___	inadequate testing facilities
___	___	___	___	too many regulations
___	___	___	___	poorly organized MDSC (staffings)
___	___	___	___	inappropriate referrals
___	___	___	___	lack of understanding of your role by others
___	___	___	___	insufficient psychological supervision

IV. Ways in which service delivery might be improved: (Please give specific suggestions where possible)

A. What inservice help do teachers need in using or understanding psychological services?

B. What information do parents need so that their children can benefit from psychological services?

C. What function(s), that is not now a part of this service area, should be added so that the effectiveness of service to students is increased?

D. Are there activities that could be dropped without decreasing the effectiveness of service?

E. At any given time, what student/psychologist ratio will maximize the quality of service to a population while still being affordable?

F. What is the most important function of a school psychologist? How could this be improved?

G. Should psychologists be certified to function at different levels based on training and experience?

V. Projecting to Future Needs for Services:

A. Are there any trends that you see developing that will result in a new or expanded service need in psychological services in the next two to three years?

B. What new improved program in psychological service would you like to be involved in by the year 1985? Describe the essentials:

(Thank you. Please return the survey in the envelope to Room 204, Dept. of Research, Evaluation & Long Range Planning, Mail Run 35.)

Survey of Parents of School Pupils in Chicago

Please take the time to help us by answering the questions on this page. Your opinion will be used by Pupil Personnel Services to plan programs. Thank you.

I. Background Information (You do not need to give your name.)

a. How many years have you and your family lived in Chicago? _____ yrs

b. How many children do you have in school? _____

c. What are their ages? _____ yrs _____ yrs _____ yrs _____ yrs _____ yrs

d. Are any of your children in special education? _____

II. Questions on services for pupils in general:

a. Which of the services below do you as a parent value?

Highest Value	Middle Value	Lower Value		
___	___	___	1. the work of the truant officer to investigate absences and get kids back into school	26
___	___	___	2. the efforts of the drop-out prevention programs to keep the teenagers interested in education	
___	___	___	3. the guidance by counselors so that students learn about themselves and their relationships with others, and plan for their careers	
___	___	___	4. the services by the psychologist to assist parents and teachers to understand children	
___	___	___	5. the help of social workers for those parents having some trouble with their children	32

b. Are there any services in the list below that you would cut to save taxpayers money?

	Yes, this costs too much	Yes, but with reservations	I don't know	No, this is worthwhile	No, this should be expanded	
1. Guidance and counseling services	___	___	___	___	___	33
2. Psychological services	___	___	___	___	___	
3. Drop-out prevention services	___	___	___	___	___	
4. Truancy and attendance services	___	___	___	___	___	
5. Social worker services	___	___	___	___	___	

c. Which other services to pupils ought to be expanded as a way of improving the education of pupils in Chicago? 36

III. Questions on services for your school-age pupils:

a. Which of these have your children needed or used?

	Never	Once	Sometimes	Frequently	
Psychologist	___	___	___	___	37
Social Worker	___	___	___	___	
Truant Officer	___	___	___	___	
Guidance Counselor	___	___	___	___	
Drop-out Prevention	___	___	___	___	31

b. Which of these services would you personally like to see increased or decreased?

Increase this	Keep as is	Reduce this		
___	___	___	give information on education, career and job opportunities	38
___	___	___	help pupils solve personal and social problems	
___	___	___	investigate causes of non-attendance	
___	___	___	explain ways to limit truancy at a school	
___	___	___	help teachers identify children with problems	
___	___	___	study pupils to place them in best environment	
___	___	___	direct families to social service agencies	
___	___	___	solve specific problems that interfere with schooling	
___	___	___	inform teachers of alternatives for drop-outs	
___	___	___	help ease pupils' way back into school	
___	___	___	help parents to work more effectively with their child	42

c. What other school-related service would you consider helpful to your children? 43

If you want to make other comments about service needs for pupils or parents, please use the back of this sheet. Return this survey in the enclosed envelope to Long Range Planning, Dept. of Research, Evaluation & Long Range Planning, 2021 North Burling St., Chicago 60614. Thank you again. 44 45 46 47

Encuesta sobre los Padres de Estudiantes en las Escuelas en Chicago

Por favor, tome su tiempo para ayudarnos a contestar estas preguntas. Sus opiniones serán utilizada por el Departamento de Servicios Personal de Estudiantes, para desarrollar programas. Gracias.

I. Información de su antecedente (No es necesario escribir su nombre.)

a. ¿Cuántos años hacen que Usted y su familia residen en Chicago? _____años

b. ¿Cuántos niños tienen en la escuela? _____

c. ¿Edad de cada niño? _____años _____años _____años _____años

d. ¿Están algunos de sus niños en el programa de Educación Especial? _____

II. Preguntas en general sobre los servicios para estudiantes:

a. ¿Cuáles de estos servicios mencionados en la encuesta usted como padre/madre valoriza?

Valor Superior	Valor Intermedio	Valor Inferior	
_____	_____	_____	1. el trabajo del vigilante escolar (truant officer) para investigar las ausencias del estudiante y regresarlo a la escuela
_____	_____	_____	2. el esfuerzo del programa de prevención de deserción del estudio (drop-out prevention), para mantener al estudiante interesado en la educación
_____	_____	_____	3. la orientación por el consejero para instruir a los estudiantes sobre ellos mismos y las relaciones con otros; y planear el futuro de sus carreras
_____	_____	_____	4. los servicios ofrecidos por el psicólogo para ayudar a padres y maestros al entendimiento de sus hijos
_____	_____	_____	5. ayuda dada por los trabajadores sociales a esos padres que tienen problemas con sus hijos.

b. ¿Hay algunos servicios en la lista debajo lo cuál le gustaría eliminar para ahorrarles dinero a las personas que pagan impuestos?

	Sí, cuesta mucho	Sí, pero sería una lástima	No sé	No, este servicio tiene mucho valor	Necesitamos más de estos servicios
1. El sistema de orientación y servicios de consejería	____	____	____	____	____
2. Servicios psicológicos	____	____	____	____	____
3. Prevención de deserción de los estudiantes (drop-out prevention)	____	____	____	____	____
4. Servicios de vigilancia escolar (truant officer) y asistencia	____	____	____	____	____
5. Servicios de trabajadores sociales	____	____	____	____	____

c. ¿Cuáles de estos servicios para los estudiantes cree Usted que deben ser extendido como forma de mejorar la educación de los estudiantes en Chicago?

III. Preguntas sobre los servicios de sus niños de edad escolar:

a. ¿Cuáles de estos servicios sus niños necesitaron o usaron?

	Nunca	Una vez	Algunas veces	Frecuentemente
Psicólogo	____	____	____	____
Trabajadores Sociales	____	____	____	____
Vigilante Escolar (Truant Officer)	____	____	____	____
Consejero de Orientación	____	____	____	____
Prevención de Deserción de los Estudiantes (drop-outs)	____	____	____	____

b, ¿Cuáles de estos servicios le gustaría a Usted personalmente que fuera aumentado?

Aumentar este	Mantenerlo como está	Reducir este	
____	____	____	ofrecer información sobre educación, carreras y oportunidades de trabajo
____	____	____	ayudar a los estudiantes a resolver problemas sociales
____	____	____	investigar las causas de ausencia
____	____	____	explicar la forma como disminuir el problema de ausencias en la escuela
____	____	____	ayudar a los maestros a identificar los estudiantes con problemas
____	____	____	dirigir las familias a agencias de servicios sociales
____	____	____	resolver problemas específicos que interfieren con la enseñanza
____	____	____	informar a los maestros sobre alternativas para desertores de la escuela (drop-outs) ayudar a facilitar el regreso del estudiante a la escuela
____	____	____	ayudar a los padres a trabajar más eficazmente con sus hijos

c. ¿Qué otros servicios relacionados a la escuela Usted considera más útiles para sus hijos?

Si desea hacer algún comentario sobre la necesidad de servicios para estudiantes o padres, favor de usar la parte posterior de esta página. Regrese esta encuesta en el sobre adjunto al Department of Research, Evaluation and Long Range Planning, 2021 N. Burling St., Chicago, Ill. 60614. Nuevamente Gracias.

Community Consolidated School District 15
505 South Quentin Road
Palatine, Illinois 60067

K-6 GUIDANCE QUESTIONNAIRE

To assist us in the evaluation of the guidance program please complete this questionnaire and return it to at the District Office by

1. What guidance activities and materials have you used this year?

   DUSO_____

   FOCUS_____

   TA for Tots_____

   Guidance Handouts_____

   Free to Be You and Me_____

   Sound Filmstrips_____

   Guidance Films_____

2. Which guidance activities and materials do you feel have been most effective for your class?_____

   _____

3. Do you feel that the guidance activities and materials help your students develop a positive self concept?

   Very Much Somewhat Not at All

4. Do you feel that the guidance activities and materials help your students learn to use problem solving techniques?

   Very Much Somewhat Not at All

5. Do you feel that the guidance activities and materials help your students to get along better with their peers?

   Very Much Somewhat Not at All

6. Do you feel that the guidance activities and materials help your students understand the concept of respect and responsibility?

   Very Much Somewhat Not at All

7. Do you have suggestions to offer for the improvement of the guidance program in your building?_____

   _____

   _____

Q #1

PSYCHOLOGICAL SERVICES

Building _____

Service rendered:

Examination _____

Consultation _____

Team Meeting
(In-house staffing, review of cases, etc.) _____

Please use the following rating scale:

1 -- thoroughly
2 -- adequately
3 -- minimally
4 -- inadequately

1. In your opinion, to what extent was assessment of intellectual functioning communicated to participants of staff and parent conference?

1 2 3 4 does not apply

2. In your opinion, to what extent was assessment of personality development communicated to participants of staff and parent conference?

1 2 3 4 does not apply

3. In your opinion, were recommendations specific and realistic?

1 2 3 4 does not apply

4. In your opinion, did this service provide a basis for the teacher to deal with the child more effectively?

1 2 3 4 does not apply

5. In your opinion, did the service provide the parents with greater understanding of their child and thus a basis for them to deal more effectively with him?

1 2 3 4 does not apply

6. If you feel some additional service could, or should, have been rendered as part of this service, please indicate: _____

_____

_____

_____

Thank you for completing this.

Please mail to:

4 #2 (color coded)

Psychological Services

Relative to the psychological examination just completed in your building, please use the following rating scale to evaluate the service:

1 - thoroughly

2 - adequately

3 - minimally

4 - inadequately

1. In your opinion, to what extent was assessment of intellectual functioning communicated to participants of staff and parent conference?

1 2 3 4 does not apply

2. In your opinion, to what extent was assessment of personality development communicated to participants of staff and parent conference?

1 2 3 4 does not apply

3. In your opinion, were recommendations specific and realistic?

1 2 3 4 does not apply

4. In your opinion, did this service provide a basis for the teacher to deal with the child more effectively?

1 2 3 4 does not apply

5. In your opinion, did the service provide the parents with greater understanding of their child and thus a basis for them to deal more effectively with him?

1 2 3 4 does not apply

6. If you feel some additional service could, or should, have been rendered as part of this service, please indicate: _____

_____

_____

_____

Thank you for completing this.

Please mail to:

BZ:dw

Q #1

PSYCHOLOGICAL SERVICES

Building _____

Service rendered:

Examination _____

Consultation _____

Team Meeting
(In-house staffing, review of cases, etc.) _____

Please use the following rating scale:

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1 2 3 4 does not apply

6. If you feel some additional service could, or should, have been rendered as part of this service, please indicate: _____

_____

_____

_____

Thank you for completing this.

Please mail to:

4 #2 (color coded)

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4. In your opinion, did this service provide a basis for the teacher to deal with the child more effectively?

1 2 3 4 does not apply

5. In your opinion, did the service provide the parents with greater understanding of their child and thus a basis for them to deal more effectively with him?

1 2 3 4 does not apply

6. If you feel some additional service could, or should, have been rendered as part of this service, please indicate: _____

_____

_____

_____

Thank you for completing this.

Please mail to:

BZ:dw

TO: Teachers

FROM: Dept. of Special Services

The Dept. of Special Services is in the process of doing a self-evaluation to determine the extent of services offered and how these can be improved.

We would appreciate an evaluation of the social work service in your building and comments on how this has been or could be more helpful to you.

I. I have worked with the social worker regarding children in my classroom.

This year Several years Not at all

Comment _____

_____

II. I feel that conferring with the social worker has helped me better understand how emotional factors can influence a child's behavior in the school setting.

Seldom Usually Very often

Comment_____

_____

III. I believe that the relationship with the social worker has contributed to changes in the behavior of individual children

Hardly at all Usually Very noticeably

Comment_____

_____

IV. I feel that the relationship with the social worker has been a meaningful one to the children with whom the social worker has worked.

Very little Usually Very noticeably

Comment_____

_____

V. I feel that the social worker has offered support to me in working with children in the classroom.

Hardly at all Moderately Very much

Comment_____

_____

TO: Principals

FROM: Dept. of Special Services

As you are aware, the Dept. of Special Services is doing a self-evaluation to determine the extent of services offered and how these can be improved.

We would appreciate your evaluation of the social work service in your building We would especially like comments on ways of being of greater service.

I. The amount of social work time alloted to your building in proportion to your students' needs is

	Sufficient	Insufficient
A. Direct work with children		
B. Classroom observation		
C. Conferring with principal		
D. Conferring with teachers		
E. Conferring with parents		
F. Presenting or taking part in inservice		

Comment_____

II. The teachers in your building are aware of the social work service

Hardly any of them Some of them A majority All teachers

Comment_____

III. Social work services are being utilized by teachers or other school personnel in your building.

Limited extent Moderate extent Full extent

Comment_____

IV. The social work service provided in your building has an effect on the individual children served.

Not perceived Has some effect Has noticeable effect

Comment_____

V. The referral process for social work in your building is operating effectively.

Yes No

Comment_____

VI. Social work service has been involved with school personnel in planning for children

Little involvement Some involvement Significant involvement

Comment_____

VII. What further contribution could social work make to provide a more valuable service in your building?

_____

_____

_____

SOCIAL WORKER'S

MONTHLY STATISTICAL REPORT

_____ _____

Month and Year Name

1. Schools served Number of Students

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

2. Total active case load _____

Total students served this year_____

3. New referrals

	Psychologist	Teacher or Principal	Self	Other	
K - 6	_____	_____	____	____	
7 - 8	_____	_____	____	____	
Totals	_____	_____	____	____	_____ Grand Total

4. Interviews

A. Individual Students _____

B. Parents _____

C. Principals _____

D. Teachers _____

E. Other School Personnel _____

F. Community Personnel _____

5. Group interviews _____ Number of Students_____

6. Classroom observations _____

7. Case conferences and staffings attended _____

8. Group Meetings attended _____

9. Other activities (speaking, reports, other interviews, etc.) _____

Form 758
12-15-75

FOREST RIDGE SCHOOL DISTRICT #142
14950 S. Laramie
Oak Forest, Illinois 60452

Listed below are statements relating to the function of School Psychologists. In Column A, please prioritize these functions according to the way you feel things should be done. (Most important listed as #1, least important #6). In Column B, rank the items according to the way they were actually done during the past school year (80-81). (Again, most important being #1, least being #6)

	(A) HOW THINGS SHOULD BE PRIORITIZED	(B) HOW THINGS REALLY ARE
A) Identification of students who should be referred for a full case study evaluation.	_____	_____
B) Individual Psychological evaluation and interpretation.	_____	_____
C) Counseling and/or psychological remediation either individually or in groups.	_____	_____
D) Parent education and the development of parent understanding.	_____	_____
E) Consulting with teachers and other school personnel in relation to behavior management and learning problems.	_____	_____
F) Consulting with administration in program development.	_____	_____

1) Do you feel that the school psychologist should spend time in the area of prevention as well as remediation?

YES _____ NO _____

If prevention is of value, how much time should be devoted to it?
Check one

_____ 0 to 20%
_____ 20 to 40%
_____ 40 to 60%
_____ More than 60%

2) Are psychological reports clear and meaningful to you as the person required to deal with the problems in the classroom?

YES _____ NO _____

3) Are recommendations made by the psychologist realistic and applicable to the classroom?

YES _____ NO _____

4) Do you feel that psychological services are available in sufficient quantity?

YES _____ NO _____

In Column A, prioritize the following Social Work functions according to the way you feel they should be addressed in our schools. In Column B, rank them in the order you believe they were actually delivered during the last school year (80-81). (As before, use #1 for the most important and #6 for the least important)

	HOW THINGS SHOULD BE (A)	HOW THINGS REALLY ARE (B)
A) Consultation and inservice training of school personnel.	_____	_____
B) Identification of children needing special services (in and out of district) and completion of Social Developmental Histories.	_____	_____
C) Counseling and/or therapy with children either individually or in groups.	_____	_____
D) Liaison between school and home.	_____	_____
E) Parent education and/or counseling as appropriate to a particular child's problem.	_____	_____
F) The development of community resources and services to meet the needs of school children.	_____	_____

5) Do you believe that Social Work Services should be available to all students within the schools?

YES _____ NO _____

6) Should "psychotherapy" be a function of the school district? ("Psychotherapy" is defined as long term therapy designed to change personality)

YES _____ NO _____

7) Should Social Work Service be preventive as well as remedial?

YES _____ NO _____

8) Do you feel that Social Work Services are available in sufficient quantity?

YES _____ NO _____

8) Has any child from your classroom been referred to the "In House" Team?

YES _____ NO _____

9) Were you satisfied with the way the referral was processed by the team?

YES _____ NO _____

10) Were you invited to participate in staffings on the children from your classroom?

YES _____ NO _____

11) Were the recommendations which came from the In House Team and/or MDS realistic?

YES _____ NO _____

12) Were you satisfied with the outcome of the referral(s)?

YES _____ NO _____

If "NO", please explain. _____

_____

_____

13) What recommendations would you make to improve staffings? _____

_____

_____

Please check the column that most accurately reflects your feelings about each statement below.

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
To many students are being placed in special education classes.					
There are not enough specialists to provide for the special needs of the students in my class.					
A special education placement labels a child as different & this is detrimental to him for the remainder of his/her educational career.					
Special education classes don't provide anything for a child that I can't provide in my regular classroom.					
A lot of time and money are spent on special education and the results are minimal.					

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
Special education personnel are very helpful to me in dealing with the unique problems of special students in my classroom.					
Special education services are provided rapidly when you consider all the paper work that is required.					
I am satisfied with the provision of Special Education Services in this school district.					
Special Education should deal with and provide service to gifted students.					
More inservice is required in the area dealing with students with special learning problems.					
I know and understand the role of the special education services in the school district.					
The coordinator (Dave Judy) needs to spend less time behind a desk and more time in the buildings.					

SPECIAL EDUCATION PERSONNEL ONLY

1) I feel a part of the district/ building I work in.					
2) I feel my role is understood by those with whom I work.					
3) I feel "out there" alone.					
4) My class is <u>not</u> a dumping ground for students.					
5) I have attended the placement staffings of the students in my class.					

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
6) I am provided with what I need in order to adequately do my job.					
7) Students within my class are given every opportunity that regular students are given. It makes no difference that they are "special ed".					

Please Make Any Comments, Suggestions, and Recommendations below. Your input is welcome.

_____

_____

_____

_____

_____

Signature (OPTIONAL)

PLEASE CHECK THE AREA OF YOUR ASSIGNED POSITION:

Classroom Teacher _____

Special Education Teacher _____

Specialist (Music, Art, P.E.) _____

Aide _____

Administrator _____

FOX RIVER GROVE CONSOLIDATED SCHOOL DISTRICT #3
975 Algonquin Road
Fox River Grove, Illinois 60021

Following is a needs assessment for inservice workshops for the 1980-81 school year. Please indicate the need for each topic.

No Need		Need		Great Need	
1	2	3	4	5	Identification of children with special needs
1	2	3	4	5	Diagnosis of learning disabilities
1	2	3	4	5	Remediation of learning disabilities
1	2	3	4	5	Instructional management techniques for the classroom teacher
1	2	3	4	5	Behavior management techniques
1	2	3	4	5	Effective communication with parents
1	2	3	4	5	Effective communication among staff
1	2	3	4	5	Coping with teacher stress
1	2	3	4	5	Early intervention and the high-risk child
1	2	3	4	5	Life skills for minimal competencies
1	2	3	4	5	Cultural differences and values
1	2	3	4	5	Play therapy
1	2	3	4	5	Adapted physical education
1	2	3	4	5	Discover intensive phonics
1	2	3	4	5	Creating instructional materials for the classroom
1	2	3	4	5	Displays and demonstrations of commercial materials
1	2	3	4	5	Overview of Media Center services
1	2	3	4	5	Overview of Lake-McHenry Regional Program services
1	2	3	4	5	Other Topics:_____
1	2	3	4	5	_____
1	2	3	4	5	_____

Check if appropriate:

I would consider attending

___ 2-weekend course with graduate credit available

___ Evening course for 10 weeks with graduate credit available

___ Saturday workshop with professional growth credits available

I would be willing to pay up to ____ $10 ____ $20 ____ $30 per semester hour.

Please indicate your position:

Administrator _____ (please specify) Supportive Staff _____ (please specify)

Teacher _____ Type of Class _____ (please specify)

County _____ District _____ School _____

Thank you for your cooperation. Please return this form to your principal or your superintendent.

JOHNSBURG COMMUNITY UNIT SCHOOL DISTRICT NO. 12

2117 West Church Street
McHenry, Illinois 60050

JOHNSBURG SCHOOL DISTRICT P.P.S. TEAM EVALUATION INSTRUMENT

INSTRUCTIONS TO THE EVALUATOR:

A. Please take time to complete this form carefully. It may be best to do it in 2 to 4 sittings, rather than all at once. We greatly appreciate your care in doing this, to enable us to know how we can serve you better.

B. If you are not in a position to respond to a given item, Skip That Item.

C. Below is a list of 50 items. You are to rank each item from 2 different perspectives, as explained in E. and F.

D. First, read the item.

E. Second, Circle a number at the Left to rate the importance of the stated function, in your own judgment. We value it, and want to know! (1 is not important, 5 is extremely important).

F. Third, circle a number at the right to rate how well you judge the team is actually performing the function. (1 is not well, 5 is extremely well).

COUNSELING PERSONNEL:

1. 1 2 3 4 5	Counsel one-to-one with students on matters of self-understanding, decision-making, and planning.	1 2 3 4 5
2. 1 2 3 4 5	Counsel with students who have problems which inhibit their ability to learn.	1 2 3 4 5
3. 1 2 3 4 5	Provide informational services to pupils designed to meet their needs for educational, occupational, personal and social information.	1 2 3 4 5
4. 1 2 3 4 5	Motivate students to seek counseling of their own desire, through a continuous program of orientation to counseling.	1 2 3 4 5
5. 1 2 3 4 5	Function as resource persons to teachers for curriculum and educational development.	1 2 3 4 5
6. 1 2 3 4 5	Share appropriate individual pupil data with staff, with due regard for confidentiality.	1 2 3 4 5
7. 1 2 3 4 5	Provide in-service training programs for teachers, administrators, and other school personnel to help them become better acquainted with the work of the counselor.	1 2 3 4 5
8. 1 2 3 4 5	Function as consultants to parents in providing services to develop realistic perceptions of their children's abilities, interests, attitudes, and educational development.	1 2 3 4 5

9. 1 2 3 4 5	Assist in the placement and grouping of pupils in order to provide a learning situation of maximum benefit.	1 2 3 4 5
10. 1 2 3 4 5	Assist in providing testing services and appraisal of student's capabilities, achievements, interests, and adjustments (standardized tests, academic records, personal data, and records of past experiences).	1 2 3 4 5
11. 1 2 3 4 5	Make and coordinate referrals to other specialists in pupil personnel services.	1 2 3 4 5
12. 1 2 3 4 5	Counsel with groups of students on matters of self-understanding, decision-making and planning.	1 2 3 4 5

LEARNING RESOURCE TEACHERS:

13. 1 2 3 4 5	Provide classroom suggestions or materials when enrollment in the L.D. program is not feasible.	1 2 3 4 5
14. 1 2 3 4 5	Test children to determine their educational strengths and weaknesses.	1 2 3 4 5
15. 1 2 3 4 5	Provide individualized programs when necessary.	1 2 3 4 5
16. 1 2 3 4 5	Provide verbal feedback to teachers on children's progress.	1 2 3 4 5
17. 1 2 3 4 5	Clearly explain test results to teachers.	1 2 3 4 5

18. 1 2 3 4 5	Are available to discuss progress and/or areas of concern with teachers.	1 2 3 4 5
19. 1 2 3 4 5	Follow up by observing in the classroom.	1 2 3 4 5
20. 1 2 3 4 5	Contact parents with feedback on children's progress.	1 2 3 4 5
21. 1 2 3 4 5	Enhance the self-image of students.	1 2 3 4 5
22. 1 2 3 4 5	Co-ordinate materials and information with other P.P.S. members working with the same children.	1 2 3 4 5
23. 1 2 3 4 5	Provide written feedback to teachers on children's progress.	1 2 3 4 5

NURSING PERSONNEL:

24. 1 2 3 4 5	Participate in planning for the conduct of health appraisal and health conseling to pupils.	1 2 3 4 5
25. 1 2 3 4 5	Assist in the prevention and control of illness, including communicable and other infectious diseases.	1 2 3 4 5
26. 1 2 3 4 5	Administer first aid and give leadership in planning for proper emergency care for sudden illness or accidents incurred under school jurisdiction.	1 2 3 4 5

27. 1 2 3 4 5	Participate in planning the modification of the school program to meet the special health needs of exceptional children.	1 2 3 4 5
28. 1 2 3 4 5	Assist in the development and maintenance of a healthful school environment.	1 2 3 4 5
29. 1 2 3 4 5	Contribute to the in-service health education program for teachers and other school personnel.	1 2 3 4 5
30. 1 2 3 4 5	Maintain cumulative health records for every student in the school district, and up-to-date emergency information forms for each student.	1 2 3 4 5
31. 1 2 3 4 5	Organize and assist with the annual Tuberculosis Skin Testing Program.	1 2 3 4 5
32. 1 2 3 4 5	Assist at pre-school, Kindergarten and general registration.	1 2 3 4 5
33. 1 2 3 4 5	Attend staffings and Parent-Teacher Conferences when indicated.	1 2 3 4 5
34. 1 2 3 4 5	Screen children for vision, hearing and blood pressure, and interpret the results to school personnel, parents, and child.	1 2 3 4 5

SPEECH AND LANGUAGE THERAPISTS:

35. 1 2 3 4 5 Make diagnostic assessment of speech and language skills. 1 2 3 4 5

36. 1 2 3 4 5 Remediate speech and language disorders through home programming. 1 2 3 4 5

37. 1 2 3 4 5 Consult with parents concerning diagnostic test results, placement, therapy and progress. 1 2 3 4 5

38. 1 2 3 4 5 Consult teachers to schedule student at most opportune time for the parties involved. 1 2 3 4 5

39. 1 2 3 4 5 Provide information to the teacher regarding diagnostic test results, type of therapy program to be initiated, progress, and class remediation suggestions. 1 2 3 4 5

40. 1 2 3 4 5 Keep administrators informed as to the therapy schedule, changes in schedule and professional meetings. 1 2 3 4 5

41. 1 2 3 4 5 Meet with various disciplines (psychol, nurse, counseling, L.D.) to discuss total child and set up best possible program. 1 2 3 4 5

42. 1 2 3 4 5 Keep updated records for future and present use. 1 2 3 4 5

43. 1 2 3 4 5 Help the student understand why he/she is in therapy and make therapy expectations clear. 1 2 3 4 5

44. 1 2 3 4 5 — Keep up professional growth through attendance at meetings, conventions, courses and reading material. — 1 2 3 4 5

45. 1 2 3 4 5 — Remediate speech and language disorders through in-school programming. — 1 2 3 4 5

ENTIRE TEAM:

46. 1 2 3 4 5 — Initiate, coordinate, and follow up referrals to public and private agencies outside the school when appropriate. — 1 2 3 4 5

47. 1 2 3 4 5 — Act as the school liaison with outside agencies when contact is initiated from outside of school. — 1 2 3 4 5

(These 3 spaces below are to be used for the evaluator to list and rank function (s) not already listed but considered important by the evaluator)

48. 1 2 3 4 5 _____ 1 2 3 4 5

_____

_____

49. 1 2 3 4 5 _____ 1 2 3 4 5

_____

_____

30. 1 2 3 4 5 1 2 3 4 5

LAWRENCE COUNTY C. U. DISTRICT #20
West Cedar
Lawrenceville, Illinois 62439

Guidance & Counseling Needs

Goal: To help students overcome problems that impede learning and to assist them in making educational, occupational, and life plans that will lead to meaningful, successful lives.

Please rate the following services in regards to the needs of your students (one indicating the highest need, ten the lowest need).

Rating 1-10

1. Registering new students and orienting them to school procedures and the school's varied opportunities for learning. _____
2. Aiding of students in course and subject selections. _____
3. Maintaining student records and protecting their confidentiality. _____
4. Working to resolve student's educational handicaps and special abilities. _____
5. Working to prevent students from dropping out of school. _____
6. Making recommendations to colleges for admissions and scholarships. _____
7. Obtaining and disseminating occupational information to students and to classes studying occupations. _____
8. Helping students evaluate career interests and choices. _____
9. Working with students on an individual basis in the solution of personal problems related to such items as home and family relations, health and emotional adjustment. _____
10. Conferring with parents whenever necessary. _____

Suggestions for additional services:

_____

_____

_____

_____

Psychological Needs

Goal: To provide psychological services to students who require psychological evaluation and assistance in their educational or behavioral adjustment and to assist in the process of developing an educational climate conducive to the optimum development of children.

Please rate the following services in regards to the needs of your students (one indicating the highest need, ten the lowest need).

Rating 1-10

1. Screening of school enrollments to identify children who should be referred for individual study. _____
2. Completing individual psychological evaluations and interpretation of those findings and recommendations. _____
3. Performing therapy and other psychological remedial measures as appropriate to the needs of the students individually or in a group. _____
4. Participating in parent education and help develop parent understanding. _____
5. Consulting with teachers and other school personnel in relation to behavioral management and learning problems. _____
6. Providing consultive services and program development. _____
7. Making referrals to appropriate outside professionals and agencies. _____
8. Emphasizing prevention as well as rehabilitation, indirect as well as direct service. _____
9. Assisting in preschool screening. _____
10. Keeping abreast of new laws and changes in the rules and regulations. _____

Suggestions for additional services:

_____

_____

_____

_____

Health Needs

Goal: To promote the general health and well being of all students and employees in the district.

Please rate the following services in regards to the needs of your students (one indicating the highest need, ten the lowest need).

Rating 1-10

1. Conducting school health services, physical examinations, immunizations, screenings, etc. _____
2. Notifying parents of students in need of medical and dental care and if needed, assist in obtaining the care. _____
3. Reporting and interpretating to parents, school personnel, and physicians student's medical conditions. _____
4. Maintaining up-to-date cumulative health records on all students that reflect compliance with examination and immunization requirements. _____
5. Observing students to detect health needs. _____
6. Assuming responsibility in the absence of physician, for the care of a student or staff member who has suffered injury or emergency illness. _____
7. Recommend exclusion and readmission of students in connection with infectious and contagious disease. _____
8. Making accident reports on students when appropriate and assisting other personnel in preparing accident reports upon request. _____
9. Participating in pre-school and kindergarten registration. _____
10. Participating, on request of the teacher, in health education topics in the classroom. _____

Suggestions for additional services:

_____

_____

_____

_____

Social Work Needs

Goal: Provide services to and on behalf of students whose educational or behavioral development is restricted due to social or emotional considerations, family circumstances, or problems of the environment.

Please rate the following in regards to the needs of your students (one indicating the highest need, ten the lowest need).

Rating 1-10

1. Providing consultation and inservice training experience to school personnel. _____
2. Identifying children in need of social work intervention. _____
3. Providing a social developmental study in a case study evaluation. _____
4. Serving as a liasion between the home and the school. _____
5. Providing parental education and counseling as appropriate. _____
6. Facilitating the effective utilization of existing community resources. _____
7. Providing appropriate social work intervention for the student. _____

Suggestions for additional services:

_____

_____

_____

_____

MARENGO CONSOLIDATED SCHOOL DISTRICT #140
SOUTH LOCUST STREET
MARENGO, ILLINOIS 60152
PUPIL PERSONNEL SURVEY

District #140 Marengo Elementary School is conducting the following survey. This survey is part of the requirements needed to fullfill the requirements for recognition by the State Board of Education. Please return this form to either Washington or Locust School. Thank you for your assistance in this matter.

YES NO

1. Do you feel the psychological services the District provides are adequate?

   If you answered the above question, no, do you feel more of the psychologist's time, should be made available to the student?

   If you answered the above question,no, do you feel more of the psychologist's time should be made available for parent consultation?

2. Do you feel the social worker's services which are provided by District #140 are adequate?

   If you answered the above question, no, do you feel more of the social worker's time should be made available to the student?

   If you answered the above question, no, do you feel more of the social worker's time should be made available for parent consultation?

3. Do you feel the District is providing adequate Health Care to district students?

   If you answered no to the above question, do you feel the district should have a full-time nures?

   Or

   Do you feel the District should have a nurse on call when needed?

4. Do you feel the District should have a guidance counselor available to work with students?

   If you answered yes to the above question would you like these services available to all students grades K-8

   Or

   Would you like to see the guidance counselor available to students only in grades 6-8?

   If a guidance counselor were available should he/she be in charge of student discipline?

NORTHBROOK SCHOOL DISTRICT 27

2929 Shabonee Trail
Northbrook, Illinois 60062
(312) 498-2610

OFFICE OF SPECIAL LEARNING SERVICES

As one indicator of the effectiveness of the various support programs in School District 27 it will be appreciated if you will take a few minutes to complete the following information and return it to the principal by Friday, May 29.

1. School _____
2. Level taught; please check ___primary
   ___intermediate
   ___junior high

Please rate the items under 3b - 8b according to the following key:

1 - strongly agree
2 - agree
3 - no opinion or not sure
4 - disagree
5 - strongly disagree

3. Pupil Study Team meetings are intended to provide a group forum for problem solving regarding a specific student.

   a. Have you been involved in one or more pupil study team meetings this school year? yes___ no___

   b. If yes was your response in 3a, please rate the following statements according to your view of the importance of results of PST meetings.

   ___Several sources and views of information were shared.
   ___I received worthwhile suggestions for working with the student(s).
   ___I received "moral support" that encouraged me to keep trying.
   ___The student(s) received assistance (testing, support services, etc. if appropriate and authorized by parents).
   ___The meeting(s) were of little value to the student(s) or to me.

   c. Comments: _____

   _____

   _____

4. Learning Disabilities

a. Has one or more of the students you have taught this year received L.D. support? yes___ no___

b. If yes was your response in 4a, please rate the following statements according to your view of the importance of results of the L.D. support?

___I understand the areas of strengths and weaknesses of the student(s) and can teach him/her more effectively as a result.
___I have received worthwhile suggestions for working with the student(s).
___The L.D. teacher and I have worked together closely regarding the student(s).
___I believe the L.D. program benefits the student(s).
___I question the value of the L.D. program.

c. Comments:_____

_____

_____

5. Social Work

a. Has one or more of your students received social work support this year? yes___ no___

b. If yes was your response to 5a, please rate the following statements according to your view of the importance of results of the social work support.

___I understand the problems and issues troubling the student(s) and can teach him/her more effectively as a result.
___The social worker and I have worked together closely regarding the student(s).
___I believe the social work program benefits the student(s).
___The social worker has provided worthwhile assistance in parent communication.
___I question the value of the social work program.

c. Comments:_____

_____

_____

6. Speech-Language

a. Has one or more of your students received speech and/or language support this year? yes___ no___

b. If you responded yes in 6a, please rate the following statements according to your view of the importance of the results of the speech-language program.

___The speech-language teacher and I have worked together closely regarding the student(s).
___I have received worthwhile suggestions for working with the student(s).
___I believe the speech-language program benefits the student(s).
___I question the value of the speech-language program.

c. Comments:_____

_____

_____

7. Resource

a. Has one or more of your students received assistance from the resource teacher? yes___ no___

b. If you responded yes to 7a, please rate the following statements according to your view of the importance of results of the program:

___The student(s) has received specific help I could not have provided during regular class time.
___The resource teacher and I have worked together closely regarding the student(s).
___I believe the resource program benefits the student(s).
___I question the value of the resource program.

c. Comments:_____

_____

_____

8. Diagnostics

a. Has one or more of your students been referred for diagnostic evaluation? yes___ no___

b. If you responded yes to 8a, please rate the following statements according to your view of the importance of the results of the referral:

___The diagnostic evaluation seemed thorough and accurate.
___I had an opportunity to personally hear the results of the evaluation.
___I had an opportunity to give input into putting the evaluation results to use and in decision making.
___I question the value of diagnostic evaluations.

c. Comments:_____

_____

_____

9. Please add any comments, positive or negative, you wish to make regarding the support programs in general or regarding specific programs.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Thank you for your assistance.

CDB:cma

NORTHBROOK SCHOOL DISTRICT 27

2929 Shabonee Trail
Northbrook, Illinois 60062
(312) 498-2610

OFFICE OF SPECIAL LEARNING SERVICES

Student_____

Dear Parent,

Enclosed is an opinion survey form which you are being asked to complete and return in the stamped, self-addressed envelope by June 10, 1981.

The purpose of the survey is to gain parent input and reaction regarding effectiveness of various School District 27 support programs. Your child's name was selected at random. Twenty or more parents from your child's school are receiving similar surveys and no attempt will be made to identify you or any other parent individually.

Because we are vitally interested in your comments, we would appreciate your taking the necessary time to let us know about program areas that have been successful and those areas that you believe need some improvements according to your perceptions of the support program as it affects your child.

A summary of a complete status report on the support services program will be available at each school office in September, 1981, if you would like to see the results.

Sincerely,

Carl D. Bevers

Carl D. Bevers
Assistant Superintendent for
Special Learning Services

Enclosure

CDB:cma

PARENT SURVEY

Reaction to Child's Learning Disabilities Program

Please mark each statement according to the following key. Add comments as needed for clarification.

1 - Strongly agree
2 - Agree
3 - No opinion or don't know
4 - Disagree
5 - Strongly disagree

1. School_____

2. I understand why my child is receiving assistance from the learning disabilities teacher. (Please use a number from the above key.)_____
Comments:_____

_____

_____

3. I have found the learning disabilities teacher responsive to my requests for information or discussion regarding my child and his/her program._____
Comments:_____

_____

_____

4. I have had an opportunity to give input into plans for my child's program._____
Comments:_____

_____

_____

5. I believe the learning disabilities support program has been of benefit to my child._____
Comments:_____

_____

_____

6. I believe the amount of time my child receives help from the learning disabilities teacher is appropriate._____
Comments:_____

_____

_____

7. I would be interested in attending a series of school-sponsored parent education meetings to learn more about learning problems, their effect on children and school, and home implications for working with children with learning problems._____
Comments:_____

_____

_____

8. Please list any concerns, questions, suggestions or other positive or negative comments you would like to include:

_____

_____

_____

_____

_____

_____

_____

_____

Thank you for your assistance.

PARENT SURVEY

Reactions to Child's Resource Support Program

Please mark each statement according to the following key. Add comments as needed for clarification.

1 - Strongly agree
2 - Agree
3 - No opinion or don't know
4 - Disagree
5 - Strongly disagree

1. School_____

2. I understand why my child is receiving assistance from the resource teacher._____
Comments:_____

_____

_____

3. I have found the resource teacher responsive to my requests for information or discussion regarding my child and his/her program._____
Comments:_____

_____

_____

4. I have had an opportunity to give input into plans for my child's program._____
Comments:_____

_____

_____

5. I believe the resource program has been of benefit to my child._____
Comments:_____

_____

_____

6. I believe the amount of time my child receives help from the resource teacher is appropriate._____
Comments:_____

_____

_____

7. I would be interested in attending a series of school-sponsored parent education meetings to learn more about children's learning difficulties and school and home implications for working effectively with children for whom learning is not always easy._____
Comments:_____

_____

_____

8. Please list any concerns, questions, suggestions or other positive or negative comments you would like to include:

_____

_____

_____

_____

_____

_____

_____

_____

Thank you for your assistance.

PARENT SURVEY

Reaction to Child's Speech-Language Program

Please mark each statement according to the following key. Add comments as needed for clarification.

1 - Strongly agree
2 - Agree
3 - No opinion or don't know
4 - Disagree
5 - Strongly disagree

1. School_____

2. I understand why my child is receiving assistance from the speech-language therapist._____
Comments:_____

_____

_____

3. I have found the speech-language therapist responsive to my requests for information or discussion regarding my child and his/her program._____
Comments:_____

_____

_____

4. I have had an opportunity to give input into plans for my child's program._____
Comments:_____

_____

_____

5. I believe the speech-language support program has been of benefit to my child._____
Comments:_____

_____

_____

6. I believe the amount of time my child receives help from the speech-language therapist is appropriate._____
Comments:_____

_____

_____

8. Please list any concerns, questions, suggestions or other positive or negative comments you would like to include:

_____

_____

_____

_____

_____

_____

_____

_____

Thank you for your assistance.

PARENT SURVEY

Reaction to Case Study Evaluation

Please mark each statement according to the following key. Add comments as needed for clarification.

1 - Strongly agree
2 - Agree
3 - No opinion or don't know
4 - Disagree
5 - Strongly disagree

1. School_____

2. I understand why a case study evaluation (diagnostic testing) was recommended for my child._____
Comments:_____

_____

_____

3. I have found the diagnostic staff responsive to my requests for information or discussion regarding my child and the case study evaluation._____
Comments:_____

_____

_____

4. I had an opportunity to give input into plans for my child's case study evaluation._____
Comments:_____

_____

_____

5. Like most parents, I was uneasy that diagnostic testing was being done with my child. I found the diagnostic staff sensitive to my concerns and feelings._____
Comments (Please elaborate on this item):_____

_____

_____

_____

_____

_____

6. The diagnostic staff provided me with an understandable explanation of the results of the case study evaluation.____
Comments:_____

_____

_____

7. I had an opportunity to give my input regarding how school recommendations resulting from the case study evaluation would be implemented._____
Comments:_____

_____

_____

8. In general, I agree with the results and recommendations from the case study evaluation._____

9. Respond only if you disagreed with the results or recommendations: I found the diagnostic staff to be flexible in considering and responding to my areas of concern. I was satisfied with the level of professionalism._____
Comments:_____

_____

_____

10. The case study evaluation was of benefit to my child and to me._____
Comments:_____

_____

_____

11. Other comments:_____

_____

_____

_____

_____

_____

_____

Thank you for your assistance.

PARENT SURVEY

Reaction to Child's Social Work Support Program

Please mark each statement according to the following key. Add comments as needed for clarification.

1 - Strongly agree
2 - Agree
3 - No opinion or don't know
4 - Disagree
5 - Strongly disagree

1. School_____

2. I understand why my child is receiving assistance from the school social worker._____
Comments:_____

_____

_____

3. I have found the social worker responsive to my requests for information or discussion regarding my child and his/her program._____
Comments:_____

_____

_____

4. I have had an opportunity to give input into purposes and plans for the social worker's involvement with my child._____
Comments:_____

_____

_____

5. I believe the amount of time my child receives help from the social worker is appropriate._____
Comments:_____

_____

_____

6. I would be interested in attending a series of school-sponsored meetings to learn more about ways school and family can work more effectively with children._____
Comments:_____

_____

_____

7. I believe the social work program has been of benefit to my child._____
Comments:_____

_____

_____

8. I am better able to interact positively with and be a support to my child as a result of the social work program._____
Comments:_____

_____

_____

9. Please list any concerns, questions, suggestions or other positive or negative comments you would like to include:

_____

_____

_____

_____

_____

_____

_____

_____

Thank you for your assistance.

PARENT SURVEY

Reaction to Child's Guidance Counseling Program

Please mark each statement according to the following key. Add comments as needed for clarification.

1 - Strongly agree
2 - Agree
3 - No opinion or don't know
4 - Disagree
5 - Strongly disagree

1. School_____

2. I understand why my child is receiving assistance from the school guidance counselor._____
Comments:_____

_____

_____

3. I have found the guidance counselor responsive to my requests for information or discussion regarding my child and his/her program._____
Comments:_____

_____

_____

4. I have had an opportunity to give input into purposes and plans for the guidance counselor's involvement with my child._____
Comments:_____

_____

_____

5. I believe the amount of time my child receives help from the guidance counselor is appropriate._____
Comments:_____

_____

_____

6. I would be interested in attending a series of school-sponsored meetings to learn more about ways school and family can work more effectively with children._____
Comments:_____

_____

_____

7. I believe the guidance counseling program has been of benefit to my child._____
Comments:_____

_____

_____

8. I am better able to interact positively with and be a support to my child as a result of the guidance counseling program._____
Comments:_____

_____

_____

9. Please list any concerns, questions, suggestions or other positive or negative comments you would like to include:

_____

_____

_____

_____

_____

_____

_____

_____

Thank you for your assistance.

OAK PARK AND RIVER FOREST HIGH SCHOOL
201 NORTH SCOVILLE AVENUE
Oak Park, Illinois 60302

Needs Assessment Related to Special Education

Needs Assessment: The high school is participating in an assessment of the needs of young people in Oak Park and River Forest using the Delphi method. This instrument is being used by several groups. Please complete the following task and return your response to the Principals's office, Room 205 or mailbox #314 no later than May 15.

Select no more than 5 priority areas of training need for you in your role as a parent with a handicapped child and others. For your top priority, circle #1 following that descriptor. (Descriptions of each area are given on the reverse side).

1.	What/Why Mainstreaming?	1 2 3 4 5
2.	Legal Requirements for Mainstreaming?	1 2 3 4 5
3.	Parent Awareness	1 2 3 4 5
4.	Classroom Management of Mainstreamed Child	1 2 3 4 5
5.	Least Restrictive Alternative/Continuum of Services	1 2 3 4 5
6.	Individual Education Plans	1 2 3 4 5
7.	Consultation Skills	1 2 3 4 5
8.	Assessment Skills	1 2 3 4 5
9.	Materials/Methods for Mainstreamed Child	1 2 3 4 5
10.	Multi-Disciplinary Staffing	1 2 3 4 5
11.	Communication Skills	1 2 3 4 5

For each item listed below, indicate the importance in your school for staff, administrator and/or parent training. This is an individual rating scale which does not require comparisons. In this instance, you may rate all items equally important. (i.e. all 4's or give different ratings to each item).

		Extremely Important	Very Important	Important	Midly Important	Not Important
1.	What/Why Mainstreaming?	1	2	3	4	5
2.	Legal Requirements for Mainstreaming	1	2	3	4	5
3.	Parent Awareness	1	2	3	4	5
4.	Classroom Management of Mainstreamed Child	1	2	3	4	5
5.	Least Restrictive Alternative/Continuum of Services	1	2	3	4	5
6.	Individual Education Plans	1	2	3	4	5
7.	Consultation Skills	1	2	3	4	5
8.	Assessment Skills	1	2	3	4	5
9.	Materials/Methods for Mainstreamed Child	1	2	3	4	5
10.	Multi-Disciplinary Staffing	1	2	3	4	5
11.	Communication Skills	1	2	3	4	5
12.	Other (specify)	1	2	3	4	5

1. Why Mainstreaming? What is "Mainstreaming"? Why does every child have a right to an appropriate education? Who is responsible to insure those rights? What new skills, role and responsibilities will mainstreaming necessitate? What are legal implications of 94-142? What services (state/local area) are available to help local districts solve mainstreaming problems?

2. What Are the Legal Requirements of 94-142? Who must be served under this law? What are Federal, State, and local responsibilities under this law? What is the due process procedure? What are parent/children rights under this law? What are rules/regulations for program administration? What state services are available?

3. How Can School Districts Develop Parent Awareness? What are children/parents rights under this law? How does due process work? What are roles and responsibilities of parents with a handicapped child to adult? What skills can parents develop to better work with the school and/or their handicapped child?

4. How Does a Classroom Teacher Manage with the Mainstreamed Child? Who is mainstreamed? Why? (What skills, techniques and strategies will help a regular classroom teacher work successfully with the mainstreamed child? What problems can a classroom teacher anticipate with a handicapped child? With the other children? What preventative discipline techniques will help maintain a positive learning atmosphere? What reporting procedures are required? How can mainstreaming benefit all persons in the effectively managed classroom?

5. What is Least Restrictive Environment/Continuum of Services? What are the program alternatives available? What special services are possible thru use of PPS staff? What new roles and responsibilities can be developed for special education and PPS personnel? How do staffs determine what is the least restrictive environment?

6. How Do Districts Develop Individualized Education Plans? (IEP) Why must we do an IEP? Who must be involved in the Child Study and the Conferences? What are implications for individualized instruction in the classroom?

7. What are Consultation Skills? What is the consultant's role in the school? What skills, techniques, knowledge and attitudes are needed for consultation with student's parents, teachers and administrators?

8. What Assessment Skills Are Needed? How do teachers and special educators recognize and screen exceptional children? How does one observe and record behavior, assess needs, prepare and evaluate instructional objectives, work reports on behavioral terms? How does one communicate diagnosis and evaluation results to parents?

9. What Materials/Methods for Mainstreamed Child Are Available for Classroom Teachers? What materials are appropriate? How can a district use the REMIS/NIMIS, IRON, service system to identify resources? What other information services are available? How can teachers prepare? What skills and strategies can a classroom teacher learn to facilitate the mainstreamed child's mastery of IEP objectives?

10. What Is Multi-Disciplinary Staffing? Why multi-disciplinary staffing? Who is involved? What skills are needed?

11. How Can Teachers and Administrators Improve Communication Skills? How can schools improve communication channels? What skills will improve written and/or verbal communication among school staffs and with parents?

ORLAND PARK DISTRICT #135
151st and 94th Avenue
Orland Park, Illinois 60462

I would appreciate receiving your opinions regarding the future development of our district's special education programs and services. It is important to plan carefully in view of State and Federal mandates coupled with what the district can feasibly provide.

Please read each item with concern of appropriate programs in servicing the greatest needs of our children as you prioritize the services. Return this survey to your building secretary by January 30 who will mail them to my office on February 2.

Thank you!

- -

SCHOOL NAME___ _____GR. LEVEL _____ PRIMARY_____INTERM._____JR. H._____

POSITION_____ CLASSROOM TEACHER _____P.P.S. STAFF ___ ADMINISTRATOR _____

*Circle one (1) number which best represents your opinion.

I. Knowledge about District Special Education Programs/Services

Pre-School Services (3-5 year old)	Very Knowledgeable	7 6 5 4 3 2 1	Need Info.
Special Needs/Self-Cont. (Classes K-8)	Very Knowledgeable	7 6 5 4 3 2 1	Need Info.
Special Needs/Resource K-8	Very Knowledgeable	7 6 5 4 3 2 1	Need Info.
Counseling/School So. Wk	Very Knowledgeable	7 6 5 4 3 2 1	Need Info.
Gifted Programs K-8	Very Knowledgeable	7 6 5 4 3 2 1	Need Info.
Adaptive P.E.	Very Knowledgeable	7 6 5 4 3 2 1	Need Info.
Psychological Services	Very Knowledgeable	7 6 5 4 3 2 1	Need Info.
Speech/Language Therapy	Very Knowledgeable	7 6 5 4 3 2 1	Need Info.
Health Services	Very Knowledgeable	7 6 5 4 3 2 1	Need Info.
Comp & SMA Services	Very Knowledgeable	7 6 5 4 3 2 1	Need Info.
B.D. Self-Contained Class	Very Knowledgeable	7 6 5 4 3 2 1	Need Info.
Special Needs Coord.	Very Knowledgeable	7 6 5 4 3 2 1	Need Info.
Gifted Coordinator	Very Knowledgeable	7 6 5 4 3 2 1	Need Info.

COMMENTS:

II. Quality of Present Programs

Pre-School Services (3-5 yr. old)	Excellent	7 6 5 4 3 2 1	Needs Improvement
Special Needs/Self-Contained (Classes K-8)	Excellent	7 6 5 4 3 2 1	Needs Improvement
Special Needs/Resource K-8	Excellent	7 6 5 4 3 2 1	Needs Improvement
Counseling/School Social Wk	Excellent	7 6 5 4 3 2 1	Needs Improvement
Gifted Programs K-8	Excellent	7 6 5 4 3 2 1	Needs Improvement
Adaptive P.E.	Excellent	7 6 5 4 3 2 1	Needs Improvement
Psychological Services	Excellent	7 6 5 4 3 2 1	Needs Improvement
Speech/Language Therapy	Excellent	7 6 5 4 3 2 1	Needs Improvement
Health Services	Excellent	7 6 5 4 3 2 1	Needs Improvement
Comp & SMA Services	Excellent	7 6 5 4 3 2 1	Needs Improvement
B.D. Self-Contained Class	Excellent	7 6 5 4 3 2 1	Needs Improvement
Special Needs Coordinator	Excellent	7 6 5 4 3 2 1	Needs Improvement
Gifted Coordinator	Excellent	7 6 5 4 3 2 1	Needs Improvement

COMMENTS:

III. Expansion of Programs/Services Contingent on Funds Available

Wider distribution of special needs self-contained classes throughout the district	Needed for Consideration	7 6 5 4 3 2 1	Not needed for Consideration
District operated early childhood classes (3-5 yr.old)	Needed for Consideration	7 6 5 4 3 2 1	Not needed for Consideration
Primary E.D. Class	Needed for Consideration	7 6 5 4 3 2 1	Not needed for Consideration
Adaptive P.E. Specialist	Needed for Consideration	7 6 5 4 3 2 1	Not needed for Consideration
Special Needs LD/ED Self-Contained classes (gr.____)	Needed for Consideration	7 6 5 4 3 2 1	Not needed for Consideration
Special Needs/Resource Programs	Needed for Consideration	7 6 5 4 3 2 1	Not needed for Consideration
Counseling/Social Wk Services	Needed for Consideration	7 6 5 4 3 2 1	Not needed for Consideration
Gifted Programs (gr.____)	Needed for Consideration	7 6 5 4 3 2 1	Not needed for Consideration
Speech Therapy	Needed for Consideration	7 6 5 4 3 2 1	Not needed for Consideration
Health Services	Needed for Consideration	7 6 5 4 3 2 1	Not needed for Consideration
Psychological Services	Needed for Consideration	7 6 5 4 3 2 1	Not needed for Consideration
Special Needs Coordinator Full Time	Needed for Consideration	7 6 5 4 3 2 1	Not needed for Consideration
Gifted Coordinator Full Time	Needed for Consideration	7 6 5 4 3 2 1	Not needed for Consideration
_____	Needed for Consideration	7 6 5 4 3 2 1	Not needed for Consideration

COMMENTS:

IV. Inservice Needed

Mainstream Techniques	Priority	7 6 5 4 3 2 1	Least Priority
Adaptive P.E.	Priority	7 6 5 4 3 2 1	Least Priority
Gifted	Priority	7 6 5 4 3 2 1	Least Priority
Testing	Priority	7 6 5 4 3 2 1	Least Priority
Co-op Services	Priority	7 6 5 4 3 2 1	Least Priority
SMA Services	Priority	7 6 5 4 3 2 1	Least Priority
I.E.P.'s	Priority	7 6 5 4 3 2 1	Least Priority
P.L. 94-142 Legal Opinion	Priority	7 6 5 4 3 2 1	Least Priority
Speech & Language Development	Priority	7 6 5 4 3 2 1	Least Priority

COMMENTS:

/mk
1/81

PALISADES C.C. SCHOOL DISTRICT 180
15W-451 91st St.
Burr Ridge, Illinois 60521

The purposes of the survey are as follows: 1) to determine what services are essential to the teaching staff; 2) to determine the priority need of special services for P.L. 94-142; 3) to determine what additional services might be necessary and; 4) to evaluate the present special services for improvement of the service.

Special services are rank ordered using a stanine scale with 1-3 meaning poor; 4-6 meaning good; and 7-9 meaning excellent. The data gathered is reported in two columns - the first column indicating the percentage of responses rounded to the nearest whole; the second column giving the stanine score. A blank page is provided for comments.

Col. 1	Col. 2	
		NURSING SERVICES
		1. Keeps accurate up-to-date health records
		2. Consults and advises teachers about student health problems
		3. Aides classroom teacher in implementing health programs
		4. Promptly cares for injured or sick students
		5. Overall services have saved time for the classroom teachers and principal's office
		SPEECH THERAPY SERVICES
		1. Communicates to the staff and parents the needs and progress of individual students in the program
		2. Processes referrals in a prompt and professional manner
		3. Suggests teaching methods to the classroom teacher to help students in the regular classroom
		4. Screening and testing results are communicated to the classroom teacher
		5. Overall services to the students have been productive for student improvement
		SOCIAL WORK SERVICES
		1. Communicates to the staff the needs and progress of individual students receiving these services

Col. 1 Col. 2

SOCIAL WORK SERVICES (continued)

2. Communicates with parents the needs and progress of individual students on a regular basis

3. Referrals to other agencies and counseling result in improved student actions

4. Concrete practical strategies are offered to staff members for use in dealing with individual students

5. Follow-up services are offered to the teachers on individual students

6. Referrals are processed in a prompt and professional manner

PSYCHOLOGICAL SERVICES

1. Communicates to the staff and parents the results tested by making recommendations on individual students

2. Follow-up services are offered to the teachers on individual students

3. Helps the teachers identify all types of exceptional children

4. Aides with the inservice training of school personnel in the area of psychology

5. Referrals are processed in a prompt and professional manner

6. Interprets school psychological services to teachers and parents

SPECIAL EDUCATION CLASSROOM SERVICES

1. Establishes programs with the classroom teachers which continue the instruction program begun in small groups

2. Tests new students and advises as to proper placement and special needs to the classroom teacher

3. Communicates to the staff and parents the needs and progress of individual students

4. Aides other teachers with individual students offering alternative effective teaching strategies that can be used with the student

5. Overall services have improved the regular educational program by meeting the special needs of identified students

Col. 1 Col. 2

DRC - DIAGNOSTIC READING CONSULTANT SERVICES

1. Communicates to the staff the needs and progress of individual students

2. Improves the reading program for students by assisting the classroom teacher in the placement of students, offering specific materials and methods to the classroom teacher to be used with students, and consults with the classroom teacher on a regular basis

3. Teaches small groups of referred students effectively

4. Referrals are processed in a prompt and professional manner

5. Communicates with parents the progress individual students have made

6. Provides coordination of the regular reading program

COMMENTS:

PRAIRIE GROVE COMMUNITY SCHOOL DISTRICT #46
3223 Route 176
Crystal Lake, Illinois 60014

Definitions of Support Personnel

The SOCIAL WORKER provides services to and on behalf of students whose education or behavioral development is restricted due to social or emotional considerations. Among the services provided:
--in-service training and consultation to school personnel on behalf of children
--identification of children in need of services
--services directly to children
--services as a liaison between home and school providing parental education and counseling as appropriate in relating to the child's problems.

The PSYCHOLOGIST provides aid on behalf of students who require psychological evaluation and assistance in their education or behavioral adjustment. Among the services provided are:
--screening of enrollments to identify children who should be referred for individual study
--individual psychological examination and interpretation of those findings and recommendations which will lead to appropriate education experience for the child
--counseling and performing psychological remedial measures as appropriate to the needs of students individually or in groups
--participating in parent education and the development of parent understanding
--consulting with teachers and other school personnel in relation to behavior management and learning problems
--consulting in program development

The SPEECH AND LANGUAGE THERAPIST'S primary role is to identify those children with significantly impaired speech or language and to plan and conduct individualized programs of remediation based on these needs.

The GUIDANCE COUNSELOR provides services which utilize counseling, consulting and guidance activities for the express purpose of meeting the development needs of each child:
--assist students in identifying concerns and making informed decisions regarding educational and/or personal-social issues
--assist educators and parents in maximizing the potential of each student

Pupil Personnel Services Needs Assessment Survey to District 46 Support Personnel:

1. Do you feel District 46 services are insufficient, adequate or excessive in any area? Please explain._____

_____

_____

2. Do we have adequate space available for pupil personnel services?_____

_____

3. Is the referral process working?_____

_____

4. Do teachers and/or parents cooperate. Please explain._____

_____

5. Do teachers need to be better educated to identify problems in their classrooms?_____

_____

6. What is the best way to inform teachers of pertinent information regarding your specialty?_____

_____

7. Is there a need for testing of each child with regard to his psychological well-being and self-image?_____

_____

8. Do you feel pressured (by the administration, teachers and/or parents) to place too much emphasis on either diagnosis or therapy? Please comment.

_____

_____

_____

_____

_____

9. Are students willing to come on their own for help?_____

_____

_____

10. Does District 46 need a guidance counselor?_____

_____

11. We have a great deal of turnover with pupil personnel services. What do you think causes this?_____

_____

_____

_____

12. How do you feel the turnover can be eleviated?_____

_____

_____

_____

13. In what ways could the administration facilitate the efforts of the pupil personnel services?_____

_____

_____

_____

14. Would you prefer to meet with the Cares Committee to discuss any of the above questions?_____

_____

Pupil Personnel Services Needs Assessment Survey to District 46 Teachers

1. What do you feel are the responsibilities to each member of the support personnel (social worker, psychologist, speech therapist)?

2. Do you feel a need to be better educated to identify problems in your classroom? Please comment.

3. Other than textbooks, do you have sufficient tools to teach health; i.e. filmstrips, etc?

4. At this time, are the pupil personnel services insufficient, adequate, or excessive in any area? Please explain.

5. Has there been a time when counseling and guidance services might have been helpful to you or a child in your class?

6. Is there a need for a guidance counselor for the junior high?

7. Is there a need for testing of each child with regard to his psychological well-being and self-image?

8. Do you feel the referral process is working?_____

9. Have the support personnel cooperated with you to interpret individual student programs and to continue follow-up?_____

_____

10. Does a reasonable period of time transpire between diagnosis and implementation of the recommended program?_____

_____

11. Is there a need for more in-service training to teachers in behavioral management, learning problems, etc._____

_____

12. Is too much emphasis placed on diagnosing problems and too little therapy given? Please comment._____

_____

13. Do you feel the students are aware of the help they can receive?_____
If not, how should they be informed?_____

_____

14. Do we have adequate space available for the pupil personnel services?_____

_____

15. Do the support personnel display the skills and sensitivity needed to manage educational systems in a more humane, effective and dynamic way?_____

_____

16. Do you feel some support positions are more necessary than others? Please comment.

_____

_____

17. In what ways could the administration facilitate the efforts of PPS?_____

_____

_____

_____

_____

Pupil Personnel Services Needs Assessment Survey to District 46 Parents:

1. Do you have children presently attending Prairie Grove?_____

2. What are their ages? (Include preschoolers)_____

3. Are you aware we have special services available which include: nurse, social worker, psychologist, speech therapist? Please circle the personnel you know we have at Prairie Grove.

4. Do you know that these services are available to children 3 years to 21 years of age?_____

5. If you feel a need for a service, do you know how to obtain help?_____

6. Do you have knowledge about the health agencies and their services available within McHenry County; i.e. Family Services, Mental Health, Pioneer Program, Easter Seal _____

7. Are you aware the social worker can help and should be notified thru the the school if there is a family crisis; i.e. accident, fire, death, divorce?_____

8. Do you feel a need for a program within the school regarding the prevention and control of diseases; i.e. lung disease, cancer, etc.? Please comment.

_____

_____

9. Is sufficient notification given when there is an outbreak of a contagious disease within the school; i.e. mumps, measles, lice, scarlet fever, pinworms, etc. Please comment._____

_____

10. At this time, we do not have counseling and guidance services. Has there been a time when this type of service might have been helpful to your child (yes) (no), or other children you know (yes) (no)? Please comment.____

_____

_____

11. Do you feel a need for testing of each child with regard to his psychological well-being and self-image?_____

_____

12. Has your child received the services of: social worker_____

psychologist _____

speech therapist _____

PPS Survey to District 46 Parents

13. If your answer to Question 12 is yes, please answer the following questions. If your answers pertain to more than one support person, please respond to each one separately; indicate A. for social worker, B. for psychologist, C. for speech therapist.

a. Was diagnosis satisfactory?_____

_____

b. Was satisfactory help provided for your child, if needed?_____

_____

c. Were the results of testing presented in a manner which you could understand?_____

_____

d. Do you feel a reasonable period of time transpired between diagnosis and implementation of the recommended program?_____

_____

e. Did you feel the support personnel (social worker, etc. cooperated with your child's teacher to interpret the new program and continue the follow up?_____

_____

f. Also, did you feel your child's teacher cooperated with the support personnel to interpret the new program and continue the follow up?_____

_____

g. In what ways could the administration facilitate the efforts of the pupil personnel services?_____

_____

h. In what way could these services be improved?_____

_____

_____

_____

_____

STERLING C.U. SCHOOL DISTRICT 5

1800 6th Avenue
Sterling, Illinois 61081

COUNSELING QUESTIONNAIRE

GROUP _____

(A) STRONG NEED	(B) MODERATE NEED	(C) WEAK NEED	(D) NO NEED		(A) NEED BEING MET	(B) NEED PARTIALLY BEING MET	(C) NEED NOT BEING MET	(D) PLAN TO USE SERVICE	(E) SERVICE NOT NEEDED
				1. Assistance in planning my educational program.					
				To know how to assess and evaluate my goals.					
				To know more about high school graduations requirements.					
				To receive help in selecting courses relevant to my future.					
				To find courses which are appropriate to my needs.					
				2. Information to help me understand myself.					
				To understand my abilities, interests and other characteristics.					
				To know more about my strengths & weaknesses.					
				To understand the changing roles and expectations of men and women.					
				3. Help with classroom and personal problems.					
				To have someone listen to me when I have problems.					
				To understand more about the use/abuse of drugs, including alcohol.					
				To talk about personal concerns with a counselor.					
				4. Help in relating to parents and teachers.					
				To have a better relationship with teachers.					
				To know how to get along with my family.					
				5. Assistance with post-high school vocational and education planning.					
				To know how to prepare for careers in which I am interested.					
				To know about financial aids for post-secondary education.					
				To become more aware of educational alternatives after high school.					
				To talk to a counselor about career plans.					
				6. To understand the service that a counselor provides.					
				To become more fully aware of the services available through the guidance program.					
				7. Information about job possibilities in the community and surrounding area.					
				To know more about possible careers and the world of work.					
				To explore jobs which relate to my interests and abilities.					
				To know where to start looking for a job.					
				To become more aware of the employment outlook in my high interest areas.					
				8. Assistance in becoming oriented to school (programs, activities, rules & tour of buildings, etc.)					
				To learn more about the programs at WAVC.					
				To have help in orientation to SHS (rules, tour of buildings, programs, clubs, sports, etc.)					
				9. Help in learning how to make decisions.					
				To use my standardized test score to understand what I can realistically achieve.					
				To receive help in making decisions.					

WARREN TOWNSHIP HIGH SCHOOL DISTRICT 121
500 O'Plaine Road
Gurnee, Illinois 60031

NEEDS ASSESSMENT REPORT

Each area of Pupil Personnel is to develop a Needs Assessment Report. This report should include the strengths, weaknesses and needs for each area. From the needs assessment study, you should develop long range goals and short term objectives. Step by step breakdowns for each goal and objective should be developed, along with target dates for each area.

NEEDS ASSESSMENT

I. Main purpose of Job.
(State the main contribution of the job for the efficient operation of PPS and the school system).

II. Position in Organization.
(Responsible to and staff directly supervised).

III. Scope of the Job.
(Indicate your total responsibilities in terms of staff, materials, and facilities).

IV.

Key Area	Description of Key Tasks (Main sub-division of the job)	Standards of Performance (results and targets, duties)	Method of Checking Performance	Suggestions for Performance Improvement

V. Personal Activities.
(List all activities actually performed by you and not delegated; items included here will be part of the Key Task Areas).

VI. Limits of Authority.
(Items in this section will normally concern some of the following: physical concerns, personnel and financial commitments).

INDIVIDUAL OBJECTIVES AND IMPROVEMENT PLAN

STAFF MEMBER _____

POSITION _____

Pupil Personnel Services
Date: _____

AREA FOR IMPROVEMENT	PROBLEM (what's wrong)	OBJECTIVES FOR CURRENT YEAR (Main and breakdown of action)	TARGET DATES	ACTION BY	OUTCOME (Results, etc.)

ALTON COMMUNITY UNIT SCHOOL DISTRICT NO. 11
2512 Amelia Street
Alton, Illinois 62002

Special Education Needs Assessment for 1981-1982

Public school districts are required to do an annual needs assessment in preparation for making application for Public Law 94-142 funds.

We need your response. Please return this form to Wayne Addison at the James Center by Monday, March 9, 1981.

Thank you for your help.

Name:_____
(Optional)

Your Position:

_____Parent

_____Superintendent or Assistant

_____Director

_____Principal

_____Counselor

_____Social Worker

_____Psychologist

_____Special Teacher - Level____Type_____

_____Other (Specify)_____

Level: _____Elementary

_____Secondary

"Regular" Public Law 94-142 Program

Please list priorities 1 through 4, "1" being the highest need, for the "Regular" P.L. 94-142 program for 1981-1982.

PRIORITY NUMBER

_____ Maintenance of P.L. 94-142 services begun in previous years and now in place. (Seven (7) teachers, five (5) aides, one (1) social worker, two (2) psychologists, one (1) nurse, one (1) supervisor/inservice coordinator)

_____ Additional Classes. Specify type(s) below.

Grade Level(s)	Type
_____	_____
_____	_____
_____	_____

_____ Additional Support or Diagnostic Services. Specify type(s). (Occupational Therapy, Physical Therapy, Speech Therapy, Social Worker, Psychologists, etc.)

_____	_____
_____	_____
_____	_____

_____ Other. Please specify.

_____

_____

_____

_____

_____

_____

Preschool Incentive (Early Childhood) P.L. 94-142 Program

PRIORITY NUMBER — Please list priorities 1 through 4.

_____ Maintain present early childhood program, three (3) early childhood bus aides.

_____ Additional classes.

_____ Additional support or diagnostic services. Specify type(s).

_____

_____

_____

_____

_____ Other. Please specify.

_____

_____

_____

_____

Inservice Education and Professional Development

Based upon your observations and experience in Unit District No. 11, please rank from 1-4 in each of the following three sections what you feel to be the need for special education inservice with 1 being the highest priority.

I. People to be inserviced:

____Regular education teacher
____Special education teacher
____Regular education administrator
____Board members
____Parents
____Teacher aides
____Bus drivers
____Special Education administrators
____Speech clinicians
____Nurses
____Other (specify)

_____

_____

II. Professional development:

____Half or full day workshops in district.
____All day workshops sponsored by other agencies. Fees and transportation, substitute provided.
____Conferences and conventions, fees, substitutes and at least partial expenses paid.
____Visitations to exemplary programs.
____Observation of your program by outside consultants.
____Other (specify)

_____

_____

III. Topics for inservice training:

____Occupational and physical activities for use in the classroom and home.
____Classroom management/behavior control techniques
____Formal/informal assessment techniques
____Preparing the IEP
____Legal aspects of special education
____Working with the parents of a handicapped child
____Positive parent-teacher-student communication
____How to accommodate the special child in a regular classroom
____Communication techniques for staff conferences on special children
____Other (specify)

_____

_____

AURORA EAST PUBLIC SCHOOLS
District 131
417 Fifth Street
Aurora, Illinois 60505

To: Citizens of School District 131

From: Julie Vallejo, Director of Pupil Personnel Services & Needs Assessment Committee

Re: Special Education Needs Assessment

Public Law 94-142 provides that every handicapped child in the United States has a free, appropriate public education. The law provides monies to help achieve this goal. The district needs your help in determining how to best use these funds. Please answer the following questions and return them to the Service Center, 417 Fifth Street, Aurora, Illinois 60505 by Friday, March 20.

1. Check the special education services that you know the district offers:
   - __ Behavior Disorders (B.D.)
   - __ Learning Disabilities(LD) Resource
   - __ Learning Disabilities (LD) Self-Contained
   - __ Social Work
   - __ Psychological
   - __ Educable Mentally Handicapped (EMH)
   - __ Trainable Mentally Handicapped (TMH)
   - __ Educationally Handicapped (E.H.)
   - __ Health Services
   - __ Physically Handicapped (PH)
   - __ Speech and Language
   - __ Vision and Hearing Impaired
   - __ Multiply Impaired Class
   - __ Pre-School
   - __ Parent Group

2. Have you had contact with any of the above services? __ Yes __ No
   If yes, which ones?

3. Were you satisfied with the contact? __ Yes __ No. If no, why not?

4. Are you aware of the pre-school screening the district conducts to identify handicapped children? __ Yes __ No

5. Check the sources that have given you information about the district's special education services:
   - __ Principal
   - __ Teacher
   - __ Other Parents
   - __ Newsletter
   - __ Newspaper
   - __ Radio
   - __ Other: _____

6. Were there any additional special services you feel the school needs to offer?

Comments:

AURORA EAST PUBLIC SCHOOLS
District 131
Aurora, Illinois

To: High School and Junior High Students

From: Julie Vallejo, Director of Pupil Personnel Services
and Needs Assessment Committee

Re: Special Education Needs Assessment

Public Law 94-142 was enacted to ensure educational services to handicapped children throughout the country. The law provides for some funding to come to the state. To utilize these funds the district must apply to the state and document its needs. In order to determine where special education services need to be improved, please fill out the following questionnaire and return it to the Service Center by March 20.

Check the types of special education services that you are familiar with.

___ Behavior Disorders (B.D.)
___ Learning Disabilities (LD) Resource
___ Social Work
___ Psychological
___ Educable Mentally Handicapped (EMH)
___ Trainable Mentally Handicapped (TMH)
___ Educationally Handicapped (E.H.)
___ Learning Disabilities (LD) Self-Contained
___ Health Services
___ Physically Handicapped (PH)
___ Speech and Language
___ Vision and Hearing Impaired
___ Multiply Impaired
___ Pre-School
___ Parent group

In which of the above areas do students need more services?

What other kind of special education services do you feel students need?

Signed: _____

AURORA EAST PUBLIC SCHOOLS
District 131
Aurora, Illinois

To: Parents of Students in District 131

From: Julie Vallejo, Director of Pupil Personnel Services
and Needs Assessment Committee

Re: Special Education Needs Assessment

Public Law 94-142 provides that every handicapped child in the United States has a free, appropriate public education. The law provides monies to help achieve this goal. The district needs your help in determining how to best use these funds. Please answer the following questions and return them to school by March 20.

1. Check the special education services that you know the district offers:

___ Behavior Disorders (B.D.)
___ Learning Disabilities (LD) Resource
___ Learning Disabilities (LD) Self-Contained
___ Social Work
___ Psychological
___ Educable Mentally Handicapped (EMH)
___ Trainable Mentally Handicapped (TMH)
___ Health Services
___ Physically Handicapped (PH)
___ Speech and Language
___ Vision and Hearing Impaired
___ Multiply Impaired Class
___ Pre-School
___ Parent Groups
___ Educationally Handicapped (E.H.)

2. Have you had contact with any of the above services? ___ Yes ___ No
If yes, which one(s)?

3. Were you satisfied with the contact? ___ Yes ___ No. If no, Why not?

4. Do you feel your child needs any special education services that he is not receiving? ___ Yes ___ No. If yes, which one(s)?

5. Are you aware of the pre-school screening the district conducts to identify handicapped children? ___ Yes ___ No.

6. Check the sources that have given you information about the district's special education services.

___ Principal ___ Teacher ___ Other parents ___ Newsletter
___ Newspaper ___ Radio ___ Other: _____

7. Are there any additional special education services you feel the school needs to offer?

8. Do you feel that the general education program meets your child's needs?
___ Yes ___ No

Comments:

ESCUELAS PUBLICAS DE AURORA ESTE
Distrito 131
Aurora, Illinois

PARA: Padres de Estudiantes del Distrito 131

DE: Julie Vallejo, Directora Personal de Servicios del Alumnado
y el Comité para Determinar Necesidades de Educación Especial

CUESTIONARIO PARA DETERMINAR NECESIDADES DE EDUCACION ESPECIAL

La Ley Pública 94-142 provee que todo niñó incapacitado en los Estados Unidos reciba educación pública, gratis y apropiada. La ley provee dinero para ayudar a lograr tal meta. El distrito necesita su ayuda para determinar la mejor manera de usar estos fondos. Por favor conteste las siguiente preguntas y devuelva esta página a la escuela para el 20 de marzo de 1981.

1. Indique los servicios de educación especial que usted sabe son ofrecidos en el distrito:
   ___ Problemas en Comportamiento - Behavior Disorders (B.D.)
   ___ Problemas en Aprendizaje - Learning Disabilities (LD), Servicios de Apoyo
   ___ Problemas en Aprendizaje - Learning Disabilities (LD), Servicios Intensos
   ___ Trabajo Social
   ___ Trabajo Psicológico
   ___ Educables Mentalmente - Educable Mentally Handicapped (EMH)
   ___ Entrenables Mentalmente - Trainable Mentally Handicapped (TMH)
   ___ Servicios para la Salud
   ___ Incapacitados Físicamente - Physically Handicapped (PH)
   ___ Lenguaje y Dicción
   ___ Problemas de Vista y Oído
   ___ Multitud de Incapacidades
   ___ Educacionalmente Incapacitados - Educationally Handicapped (E.H.)
   ___ Pre-Escolar
   ___ Grupos Parentales
2. ¿Ha tenido contacto con alguno de los servicios aquí mencionados? __ Sí __ No. ¿Sí? ¿Cuales?
3. ¿Quedo satisfecho con este contacto? __ Sí __ No. ¿No? ¿Porqué?
4. ¿Cree usted que su hijo(a) necesita algún servicio de educación especial que no está recibiendo? __ Sí __ No. ¿Sí? ¿Cuales?
5. ¿Está usted enterado de las evaluaciones pre-escolares que el distrito conduce para identificar incapacidades en estos niños? __ Sí __ No
6. Indique como se entero sobre los servicios de educación especial que el distrito ofrece:
   __ Director de Escuela __ Maestro __ Otros Padres __ Periódico
   __ Noticiero Escolar __ Radio __ Otro: _____
7. ¿Hay más servicios especiales que usted cree que la escuela debe de ofrecer?
8. ¿Cree usted que el programa estándar de educación satisface las necesidades de su niño(a)? __ Sí __ No

Comentarios:

From: Julie Vallejo, Director of Pupil Personnel Services
and Needs Assessment Committee

To: Building Principals/Deans of Students

Re: Special Education Needs Assessment

As you are aware, Public Law 94-142 was enacted to ensure educational services to handicapped children throughout the country. The law also provides for some funding to come to the states. Please complete this questionnaire in order to document that the increased special education services provided through current grant monies need to be continued next year. We are also utilizing this questionnaire to identify unmet and future special education needs. We really appreciate and need your continued support. Please return this questionnaire to Dolores Mendoza by Friday, March 20.

What types of inservice training needs do your regular teaching staff have regarding special education students?

What areas of the general education curriculum need modification to meet the needs of special education students?

Are there any other special education services that you feel are necessary to the functioning of your building?

Does your MDS team handle referrals appropriately?

Do your teachers have a working knowledge of when to make a referral?

Is the turnaround time for referral paperwork reasonable?

What types of inservice training needs do administrators have concerning special education services?

Should current district special education classes and services be continued?

_____ Yes _____ No

From: Julie Vallejo, Director of PPS and Needs Assessment Committee

To: Speech and Language Clinicians

Re: Special Education Needs Assessment

As you are aware, Public Law 94-142 was enacted to ensure educational services to handicapped children throughout the country. The law also provides for some funding to come to the states. Please complete this questionnaire in order to document that the increased special education services provided through current grant monies need to be continued next year. We are also utilizing this questionnaire to identify unmet and future special education needs. We really appreciate and need your continued support. Please return this questionnaire to Dolores Mendoza by March 20.

In order to provide a continuum of special education services in the district, what additional services options need to be provided?

What kinds of inservice programs need to be offered regular teachers:

1. regarding special education students?

2. regarding students with problems who do not qualify for special education services?

Is there a need to continue the current special education classes and services now offered in the district?

___ Yes ___ No

What are the areas of general education curriculum that need modification to meet the needs of the special education student?

How would you prioritize the special education needs of the district as a whole?

Are there other services that you have seen work or feel are necessary to the functioning of your position? If so, please indicate on this cover sheet and return.

We would appreciate your completing this and returning it to Dolores Mendoza no later than Friday, March 20. Thank you for your cooperation. Should you have any questions, please let me know.

Signed: _____

CLASSROOM TEACHER QUESTIONNAIRE

Public Law 94-142 was enacted to ensure educational services to handicapped children throughout the country. The law provides for some funding to come to the state. To utilize these funds, the district must apply to the state and document its needs. Please complete this questionnaire in order to document that the increased special education services provided through current grant monies need to be continued next year. We are also utilizing this questionnaire to identify unmet and future special education needs. We really appreciate and need your continued support. Please return this questionnaire to Dolores Mendoza at the Service Center by Friday, March 20.

Check level taught: __ Pre-school; __ primary (K-3); __ intermediate (4-6); __ Junior high (7-9); __ high school (10-12)

1. Check each special education service whose purpose and structure has been adequately explained to you.

__ Behavior Disorders (B.D.)
__ Learning Disabilities (LD) Resource
__ Learning Disabilities (LD) Self-Contained
__ Social Work
__ Psychological
__ Educable Mentally Handicapped (EMH)
__ Trainable Mentally Handicapped (TMH)
__ Health Services
__ Physically Handicapped (PH)
__ Speech and Language
__ Vision and Hearing Impaired
__ Multiply Impaired Class
__ Pre-School
__ Parent Group
__ Educationally Handicapped (E.H.)

2. Check each special education service whose placement procedures and policies have been adequately explained to you.

__ Behavior Disorders (B.D.)
__ Learning Disabilities (LD) Resource
__ Learning Disabilities (LD) Self-Contained
__ Social Work
__ Psychological
__ Educable Mentally Handicapped (EMH)
__ Trainable Mentally Handicapped (TMH)
__ Health Services
__ Physically Handicapped (PH)
__ Speech and Language
__ Vision and Hearing Impaired
__ Multiply Impaired Class
__ Pre-School
__ Parent Group
__ Educationally Handicapped (E.H.)

3. There is effective coordination between regular education teachers and special education staff. __ Yes __ No
If no, in what areas? Explain.

4. Check those categories of special education in which adequate services are being provided.

__ Behavior Disorders (B.D.)
__ Learning Disabilities (LD) Resource
__ Learning Disabilities (LD) Self-Contained
__ Social Work
__ Psychological
__ Educable Mentally Handicapped (EMH)
__ Trainable Mentally Handicapped (TMH)
__ Health Services
__ Physically Handicapped (PH)
__ Speech and Language
__ Vision and Hearing Impaired
__ Multiply Impaired Class
__ Pre-School
__ Parent Group
__ Educationally Handicapped (E.H.)

5. Which of the above do you feel are in need of increased services? Why?

6. Lines of communication among students, staff and parents are adequate.
Students - Yes___ No___; Staff - Yes___ No___; Parents - Yes___ No___

7. Consultative services regarding special needs of students are adequate
___ Yes ___ No

8. Check the categories in which early identification of children with special needs are adequate.

__ Behavior Disorders (B.D.)
__ Learning Disabilities (LD) Resource
__ Learning Disabilities (LD) Self-Contained
__ Social Work
__ Psychological
__ Educable Mentally Handicapped (EMH)
__ Trainable Mentally Handicapped (TMH)
__ Health Services
__ Physically Handicapped (PH)
__ Speech and Language
__ Vision and Hearing Impaired
__ Multiply Impaired Class
__ Pre-School
__ Parent Group
__ Educationally Handicapped (E.H.)

9. What are the areas of general education curriculum that need modification to meet the needs of the special education students?

10. What inservice training do regular education teachers need to help them meet the needs of special education in their classes?

11. There are sufficient direct diagnostic or therapeutic psychological services for students. ___ Yes ___ No

12. Psychologists adequately serve as consultants to the district regarding general mental health issues and learning problems. ___ Yes ___ No

13. The social workers adequately serve as consultants to the district regarding general mental health issues and learning problems.
___ Yes ___ No

14. I have adequate knowledge regarding current legal rules and regulations pertinent to special education services and the family rights act.
___ Yes ___ No

15. List any suggestions for improving the special education services that you have seen work or feel are necessary. (List type of service, i.e., testing, consultation, etc.)

.6. Current district special education classes and services should continue to be offered. ___ Yes ___ No

Comments:

INTER-OFFICE MEMORANDUM

FROM: Julie Vallejo, Director of PPS & Needs Assessment Committee

TO: Special Education Teachers and Speech Therapists

SUBJECT: Special Education Needs Assessment

Student input is a requirement for the special education needs assessment. Please have your students discuss the question: What in school helps you learn? (i.e., special help, special materials, etc.), and any other questions that would get at their special needs. To document this, please fill out this form and return it to Dolores Mendoza by Friday, March 20.

Date and time discussion was held:

Grade level of students:

Primary disability of students:

Suggestions and comments made by students:

Signed: _____

From: Julie Vallejo, Director of Pupil Personnel Services
and Needs Assessment Committee

To: School Psychologists and Nurses

Re: Special Education Needs Assessment

As you are aware, Public Law 94-142 was enacted to ensure educational services to handicapped children throughout the country. The law also provides for some funding to come to the states. Please complete this questionnaire in order to document that the increased special education services provided through current grant monies need to be continued next year. We are also utilizing this questionnaire to identify unmet and future special education needs. We really appreciate and need your continued support. Please return this questionnaire to Dolores Mendoza by Friday, March 20.

In order to provide a continuum of special education services in the district, what additional service options need to be provided?

What kinds of inservice programs need to be offered regular teachers:

1. regarding special education students?

2. regarding students with problems who do not qualify for special education services?

What are the areas of general education curriculum that need modification to meet the needs of the special education student?

How would you prioritize the special education needs of the district as a whole?

Are there other services that you have seen work or feel are necessary to the functioning of your position? If so, please indicate.

Should the current district special education classes and services be continued?

_____ Yes _____ No

We would appreciate your completing this and returning it to Dolores Mendoza no later than Friday, March 20. Thank you for your cooperation. Should you have any questions, please let me know.

Signed: _____

MEMO

From: Julie Vallejo, Director of PPS and Needs Assessment Committee

To: Special Education Teachers; Physically Handicapped Teachers; Itinerant Vision and Hearing Impaired; Social Workers

Re: Special Education Needs Assessment

As you are aware, Public Law 94-142 was enacted to ensure educational services to handicapped children throughout the country. The law also provides for some funding to come to the states. Please complete this questionnaire in order to document that the increased special education services provided through current grant monies need to be continued next year. We are also utilizing this questionnnaire to identify unmet and future special education needs. We really appreciate and need your continued support. Please return this questionnaire to D. Mendoza by March 20.

Your assistance in completing the enclosed needs assessment will be most helpful. We are requesting that you list your students down the left hand side of the attached sheet. In the columns accross the page, please make an X for each program or service that student is currently receiving. Please put an 0 in each column that shows a service or program that the student needs but is not currently receiving. Place an X with a circle around it for service received, but of insufficient amounts.

In order to provide a continuum of special education services in the district, what additional service options need to be provided?

What kinds of inservice programs need to be offered regular teachers:
1. regarding special education students?

2. regarding students with problems who do not qualify for special education services?

Is there a need to continue the curren special education classes and services now offered in the district?

___ Yes ___ No

What are the areas of general education curriculum that need modification to meet the needs of the special education student?

How would you prioritize the special education needs of the district as a whole?

Are there other services that you have seen work or feel are necessary to the functioning of your position? If so, please indicate on this cover sheet and return with the other form.

(Student's Name)

103

	EMH Class
	LD Class - Resource
	LD Class - Self Contained
	Behavior Disorders Class
	TMH Class
	Multiply Impaired Class
	Deaf Class
	Hearing Impaired Class
	Visually Impaired Class
	Physically Handicapped Class
	School Social Work Services
	Speech and Language Therapy
	Physical Therapy
	Psychiatric Consultation
	Vision Impaired
	Hearing Impaired Itinerant
	Psychological Services
	Pre-School

104

PARENT QUESTIONNAIRE

Child's Age: _____ Sex: __M __F School: _____

1. Who is answering this questionnaire?

   __ Mother __ Father __ Both __Other (please name) _____

2. Does your child have any problems which make learning in school more difficult?

   __ behavior problems
   __ slight learning problem
   __ moderate learning problem
   __ severe learning problem
   __ physical problem
   __ speech and language problems
   __ hearing problem
   __ vision problem
   __ other problems

3. When did you learn first about these problems?

   __ since birth __ before child entered school __ after child was in school

4. Which of the following services does your child receive? (Check all that he/she gets)

   __ Learning Disabilities Resource (LD)
   __ social worker
   __ speech teacher
   __ health services
   __ Pre-school (Edna Smith)
   __ Learning Disabilities (self-contained)
   __ Educable Mentally Handicapped (EMH)
   __ Physically Handicapped
   __ physical therapist
   __ school psychologist
   __ occupational therapist
   __ counselor
   __ hearing teacher
   __ Behavior Disorders (B.D.)
   __ Educationally Handicapped (E.H.)
   __ Vision

5. Do you feel your child really needs these services? __yes __not sure __no

6. Do you think your child needs any other types of help? __no __yes
   If yes, which ones?

7. Do you feel that your questions and concerns about your child are getting good attention in the school?

   __always __usually __sometimes __rarely __never

8. Have you attended school conferences in which the problems, goals, and services for your child were discussed?

   __many __some __a few __none

9. During these conferences were you given an opportunity to tell about what you would like for your child?

   __always __usually __sometimes __rarely __never

10. Do you feel that you gained more of an understanding of your child's problems in school after attending these meetings?

    __very much __much __somewhat __a little __not really

11. Is the language used by school people in talking to you about your child easy to understand?

    __always __usually __sometimes __rarely __never

12. How do you usually feel after you attended a conference?

13. Do you know what an IEP (individualized educational program) is, was it explained to you? __yes __no __can't remember

14. Do you want to work together with your child's teacher in writing his educational program? __yes __no __not sure

15. Are you satisfied with the education and services your child receives this year?

16. Which of the following people do you feel would be easiest for you to talk to about the problems of your child? (check those with whom you would talk)

    __ school psychologist
    __ regular classroom teacher
    __ school nurse
    __ principal
    __ social worker
    __ special class teacher
    __ counselor
    __ family doctor
    __ other

17. How much contact do you have with the teacher that your child receives special services from?

__ about once a week __ about every quarter
__ about every month __ about once a year __ never

18. In trying to learn more about your child would a regularly scheduled meeting with the teacher be helpful to you?

__ very much __ much __ somewhat __ not at all

19. What kind of information would you like to get from meetings you attend on your child? (check all those you want)

__materials your child uses __ placement of child
__subjects, such as reading, math, etc. __child's behavior
__ways in which child is taugh __future plans for your child
__how child is doing __other information (please write)
__how child is graded

20. Are small group meetings with other parents and school people dealing with concerns you, as a parent, have about your child's education helpful?

__ very much __ much __ somewhat __ not at all

Have you attended any? __yes __no. If yes, how many? _____
Were the meetings helpful? __yes __no

21. What kind of information would you like the school to give you? (check all those you want)

__ your legal rights __ your active role in the IEP planning
__ ideas for managing the child at home __ improving communication between home and school
__ what is P.L. 94-142
__ ideas on how to teach your child __ lecture on children with special needs
__ other: _____

22. How would you like to get this information?

__ small groups meeting at school __ newsletters
__individual conferences __ other: _____

23. What would you like your child's teacher to do for you?

__ call weekly __ write letters
__ call only when there is a problem __ hold monthly meetings
__ other

24. What would you do to help to make the relationship between you and the school better? (check those interested in)

__ attend parent meetings __ volunteer work
__ attend individual conferences __ respond to questions by mail
__ attend other activities (such as: open house, assemblies, shows, etc.)

25. Which of the following make it hard for you to attend a meeting concerning your child in school?

__ time of meeting __ do not understand what is being said
__ am tired of hearing complaints about my child __ I like to attend
__ transportation
__ any comments: _____

26. Did you seek opinions about your child's problems outside of the school?

__ yes __ no If yes, from whom: _____

Thank you for your participation.

Any other comments to make the relationship between parents and school better:

Parent Questionnaire

Edad del NiÑo(a) _____ Sexo: __ M __ F Escuela: _____

1. ¿Quien está respondiendo este cuestionario?
   __ La Madre __ El Padre __ Los dos ___ Otro (nombre) _____

2. ¿Tiene problemas su hijo(a) que le haga aprender más difícil en la escuela?
   __ problemas de comportamiento
   __ problema ligero en aprender
   __ problema moderado en aprender
   __ problema severo en aprender
   __ problema físico
   __ problemas de lenguaje y dicción
   __ problema en oír
   __ problema de vista
   __ otros problemas

3. ¿Cuando comenzo a darse cuenta de estos problemas?
   __ desde el nacimiento ___ antes de comenzar a ir a la escuela
   __ después de que comenzó la escuela

4. ¿Cuales de los siguiente servicios recibe su hijo(a)? (Marque todos los que él/ella recibe)
   __ Problemas de Aprendizaje (LD) por parte del tiempo
   __ trabajadora social
   __ servicios de salubridad
   __ pre-escolares (Edna Smith)
   __ problemas de aprendizaje (salón especial de todo el día)
   __ educacionalmente incapacitado (EH)
   __ físicamente incapacitado (PH)
   __ terapia física
   __ psicológicos
   __ terapia ocupacional
   __ consejeros
   __ maestra para problemas en oír
   __ problemas de comportamiento (BD)
   __ educables mentalmente (EMH)
   __ maestra de lenguaje y dicción
   __ Vista

5. ¿Cree usted que su hijo(a) en realidad necesita estos servicios? __SÍ __No __No estoy seguro

6. ¿Cree usted que su hijo(a) necesita otras clases de ayuda? __SÍ __No ¿SÍ? ¿Cuales?

7. ¿Cree usted que sus preocupaciones y preguntas sobre su hijo(a) reciben buena atención el la escuela?
   __ siempre __ casi siempre __ aveces __ casi nunca __ nunca

8. ¿Ha asistido usted a conferencias en la escuela en donde se discutieron los problemas, objetivos y servicios para su hijo(a)?
   __ muchas __ algunas __ pocas __ ninguna

9. ¿Le dieron a usted la oportunidad de hablar sobre lo que le gustaría para su hijo(a) durante estas conferencias?
   __ siempre __ casi siempre __ aveces __casi nunca __ nunca

10. ¿Se siente que comprende mejor los problemas que su hijo(a) tiene en la escuela despues de haber asistido a estas juntas?
    __ demasiado __ mucho __ algo __ muy poco __ verdaderamente no

11. ¿Le fué fácil entender el lenguaje que el personal de la escuela usó cuando le hablarón sobre su hijo(a)?
    __ siempre __ casi siempre __ aveces __ casi nunce __ nunca

12. ¿Como se ha sentido la mayoria de las veces después de que asistió a una conferencia?

13. ¿Sabe usted lo que es el IEP (programa educacional individualizado)? ¿Se lo fué explicado? __ sí __ no __ no recuerdo

14. ¿Le gustaria trabajar junto con la maestra de su hijo(a) en desarrollar su programa educacional? __ sí __ no __ no estoy seguro

15. ¿Está usted satisfecho con la educación y los servicios que su hijo(a) está recibiendo este año?

16. ¿De las siguiente personas, con cual cree usted que le seria más fácil hablar para discutir los problemas de su hijo(a)? (Por favor indique todas con las que usted hablaria)
    __ psicólogo(a) de la escuela
    __ maestra de su salón regular
    __ enfermera de la escuela
    __ maestra de su clase especial
    __ otra
    __ director de la escuela
    __ consejero de la escuela
    __ trabajadora social
    __ médico de la familia

17. ¿Cuanto contacto tiene usted con la maestra de la cual su hijo recibe los servicios especiales? (más o menos)
__ una vez por semana __ cada semestre
__ una vez por mes __ una vez al año __ nunca

18. ¿En deseos de saber más sobre su hijo(a) cree usted que le ayudaría tener juntas con la maestra regularmente?
__ sí, demasiado __ sí, mucho __ un poco __ no nada

19. ¿Que clase de información sobre su hijo(a) le gustaría obtener en estas juntas? (indique todo lo que le gustaría)

__ materiales que usa el niño
__ áreas, tal como lectura, matemáticas, etc.
__ que tal está funcionando el niño
__ como califican al niño
__ el colocamiento del niño
__ el comportamiento del niño
__ maneras de como enseñan al niño
__ planes futuros para su hijo
__ alguna otra información (indiquelo por escrito)

20. ¿Acaso le sirven de ayuda a usted las juntas en grupos pequeños con otros padres y el profesorado con lo que le preocupa a usted sobre la educación de su hijo?
__ sí, demasiado __ sí, mucho __ un poco __ no nada

¿Ha asistido usted a alguna de estas juntas? __ sí __ no.
¿Sí? ¿Cuantas? _____ ¿Le fueron provechosas estas juntas? __ Sí __ No

21. ¿Que clase de información le gustaría recibir de la escuela? (indique todo lo que le gustaría)
__ sus derechos legales
__ ideas para manejar a su hijo(a) en casa
__ que es la Ley Pública 94-142
__ ideas para como enseñar a su hijo(a)
__ lecturas sobre niños con necesidades especiales
__ el papel activo en hacer planes educativos para su hijo
__ mejorar la comunicación entre el hogar y la escuela
__ otro: _____

22. ¿Como le gustaría obtener esta información?
__ en juntas de grupos pequeños en la escuela __ en cartas
__ en conferencias individuales __ otro: _____

23. ¿Que le gustaría que la maestra de su hijo(a) haga?
__ llamar semanalmente __ escribir cartas
__ llamar unicamente cuando hay un problema __ tener juntas mensuales
__ otro: _____

24. ¿Que le gustaría hacer para ayudar a formar una mejor relación entre usted y la escuela? (indique todo lo que le interesa)
__ asistir a juntas para padres __ ofrecer ayuda
__ asistir a conferencias individuales __ responder a preguntas por carta
__ asistir a otras actividades (como: juntas, presentaciones, asambleas, etc.)

25. ¿De lo siguiente, cuales le causan problemas para asistir a juntas concerniente a su hijo(a)?
__ la hora de la junta
__ está aburrido de oír quejas sobre su hijo(a)
__ no entiende lo que se habla
__ transportación
__ cualquier comentario: _____

26. ¿Acaso a pedido opiniones afuera de la escuela sobre los problemas de su hijo(a)?
__ sí __ no. ¿Sí? ¿De quien? _____

Muchas gracias por su cooperación.

Escriba cualquier otro comentario(s) que ayuden a mejorar las relaciones entre los padres y la escuela:

To: PRINCIPALS OF PRIVATE AND PAROCHIAL SCHOOLS

From: Julie Vallejo, Director of Pupil Personnel Services
and Needs Assessment Committee

Re: Special Education Needs Assessment

Public Law 94-142 was enacted to ensure educational services to handicapped children throughout the country. The law provides for some funding to come to the district. To utilize these funds, the district must apply to the state and document its needs.

As a private or parochial educational facility, we would like your input and that of your staff, parents and students concerning special education services in out district. Please discuss the following questions with your faculties, parents, and students and return your responses to me at the Service Center, 417 Fifth Street, by March 20, 1981.

1. Do your understand the type and manner of special education services the public school is able to offer you and how to receive them?

2. Are you receiving adequate special education services from the public schools?

3. Are there any other special education services that you feel are necessary to the functioning of your building?

4. Comments:

Name:_____ School:_____

BLOOMINGTON SCHOOL DISTRICT #87
300 East Monroe
Bloomington, Illinois 61701

Personnel Needs

Bloomington Schools need additional staff in the following areas:

	Now Existing	Additional Staff Needed
Elementary		
Learning Disability		
Self Contained	2	
Resource	7	
Behavior Disorder		
Self Contained	2	
Resource		
Educable Mentally Handicapped	4	
Transitional	1	
Early Childhood	1	
Aides	2	
Junior High		
Learning Disability & Behavior Disorder		
Self Contained	1	
Resource	2	
Educable Mentally Handicapped	2	
Aides	1	
Senior High		
Learning Disability & Behavior Disorder		
Project SUCCESS	1	
Resource	2.5	
Educable Mentally Handicapped	2.5	
SWEP	1	
Alternative School	4	
Aides	0	
Supportive Services		
Speech Therapy	8	
Social Work	2	
Psychological	3	
Adaptive P.E.	1	
Nurse	1.5	
Counselor (Special Education)	2.5	
Supervisor (Secondary)	1	
Director	1	
Other (Specify)_____		

Needed Additional Staff (con't)

	Now Existing	Additional Staff Needed
Raymond School		
Teachers	11	
Home Trainer	1	
Principal	1	
Supervisor	0	
Aides	13	
Physical Therapy Assistant	1	
Other (Specify)_____		

Services to be Developed or Increased

1 - High Need 2 - Some Need 3 - Little Need 4 - Do Not Know

	Priority
Ongoing Family Counseling	
Ongoing Student Counseling	
Teacher Consultation - Identification of Handicapped	
Behavior Management	
Materials for Handicapped	
Least Restrictive Environment	
Evaluation & Diagnostic	
Screening for Retentions	

Instructional Materials & Equipment

The Bloomington Schools need additional resources for materials and equipment in the following areas:

1 - High Need 2 - Some Need 3 - Little Need 4 - Do Not Know

	Priority
Testing and Diagnostic Tools	
High Interest/Low Vocabulary Library Materials	
Career Education Materials	
Professional Journals, Books, etc.	
Parent Awareness	
Audio Visual - Equipment	
Films - Filmstrips	
Cassettes	

Instructional Materials & Equipment (con't)

	Priority
Instructional Kits (specify)_____	
Student Magazines, Newspapers, etc. - - - - - - - - - - - - - -	
Instructional Materials not Included in Regular Budget - - -	
Textbooks and Workbooks not Included in Regular Budget - - -	
Other Equipment Items (specify)	
_____	
_____	
Physical Education Equipment - - - - - - - - - - - - - - - - -	

Inservice Needs

The Bloomington School staff need inservice training in the following areas:

1 - High Need 2 - Some Need 3 - Little Need 4 - Do Not Know

	Priority
Law and the Handicapped Child - - - - - - - - - - - - - - - -	
Follow-up on IEP Procedures - - - - - - - - - - - - - - - - -	
Developing the Least Restrictive Environment Concept - - - -	
Release Time to plan the IEP's - - - - - - - - - - - - - - - -	
Release Time to Coordinate Activities Between Regular and Special Education Teachers - - - - - - - - - - - - - - - - -	
Release Time to Coordinate Activities Between Vocational Teachers and Special Education Teachers - - - - - - - - - -	
Family Counseling Service for Families of the Handicapped - -	
Skill Development for Special Education Teachers - - - - - -	
Teacher Awareness and Identification Techniques - - - - - - -	
Awareness of the District Special Programs - - - - - - - - -	
Awareness of Community Resources - - - - - - - - - - - - - -	
Information on the Referral Process - - - - - - - - - - - - -	
Teachers Role with Parents of the Handicapped - - - - - - - -	
Parent Awareness of Available Services - - - - - - - - - - -	
Parent Awareness of Their Rights & Responsibilities - - - - -	
Behavior Management Techniques for the Regular Teacher - - -	
Adaptive P.E. for the Handicapped - - - - - - - - - - - - - -	
Development of Data Bank for Behavioral Objectives of IEP's -	
Minimal Competency Testing and the Handicapped - - - - - - -	
Conducting a Placement Staffing - - - - - - - - - - - - - - -	
Conducting an IEP Conference - - - - - - - - - - - - - - - - -	
Other (specify)_____	

SPRINGFIELD SCHOOL DISTRICT #186
1900 West Monroe
Springfield, Illinois 62704

DEPARTMENT OF ALTERNATIVE & SPECIAL PROGRAMS
Needs Assessment - Support Services*

	Function Important (check one column)	Function Not Important	Adequate Service Currently Provided (check one column)	Service Should be Expanded
Psychological Services:				
1. Individual Testing				
2. Consultation with teachers				
3. Consultation with parents				
4. In-service training				
5. Other (list)_____				
Social Worker Services:				
1. Casework with students				
2. Casework with parents				
3. Student assessment (case history, etc.)				
4. Crisis intervention				
5. Referral services (agencies, etc.)				
6. Other (list)_____				
Health Services:				
1. Maintaining health records				
2. Securing health histories				
3. Handling health emergencies				
4. Providing health education in the classroom				
5. Hearing & vision screening				
6. "Clinic" service (ill children)				
7. Other (list)_____				

* Made in color coded groups . . .i.e. green/parents, yellow/teachers, etc.
Comments on back, please.

A Checklist for Designing Needs Assessment Studies*

A. Preparation

1. Determine the key elements of the proposed needs assessment.

   _____ Identify the purpose to be served by the needs assessment.
   _____ Before proceeding, insure that this purpose is defensible, i.e., ethical and potentially viable.
   _____ Define the client and other audiences.

2. Clarify the reasons for the study.

   _____ What are the stated reasons (e.g., selection of persons or groups to participate in a program, allocation of funds, modification of the curriculum, interpretation of program outcomes, or public relations)?
   _____ What possible unstated reasons exist (e.g., to justify a previous decision to cancel a program or to discharge certain personnel)?
   _____ Before proceeding, insure that the reasons for the study are honorable.
   _____ Decide whether a needs assessment should be done (be assured of a reasonable payoff before proceeding).

3. Make an initial approximation of the client's and audiences' information needs.

   _____ What are their questions (e.g., which students or schools most need assistance? What areas of the curriculum are most deficient? What knowledge and skills will students need after they graduate from a particular program?)?
   _____ What information do they think they need (e.g., teacher judgments, analysis of anecdotal records, test scores, and employer judgments)?

4. Secure and maintain political viability.

   _____ Involve members of key groups (such as school board members, administrators, teachers, students, and parents) in the design of the study.
   _____ Maintain communication with these groups throughout the study (through such means as a newsletter, news releases, public meetings, and an open door policy).
   _____ Determine and honor appropriate protocol (concerning such matters as entering and leaving school buildings, involving school personnel, obtaining clearance for data collection forms and procedures, and reviewing records).

*Stufflebeam, Daniel L. Working Paper on Needs Assessment in Evaluation, The Evaluation Center, College of Education, Western Michigan University, September, 1977

5. Characterize the subject(s) of interest.

_____ Decide on a definition of the population of interest.
_____ Describe this population (in terms of such variables as number, age, sex, s.e.s., location, relevant experiences, and past achievements).

6. Identify other variables of interest.

_____ What needs to be learned about the setting (e.g., its urban, rural, political, economic, and geographic character)?
_____ What program variables are of particular interest (e.g., goals, procedures, budget, staff, and facilities)?
_____ What outcome variables should be monitored (e.g., achievements in intellectual, emotional, physical, aesthetic, vocational, social, and moral areas)?
_____ Are there any expected negative side effects of the program that should be monitored (e.g., potential lawsuits brought on by due process difficulties or reduced public support because of the revelation that students' needs have not been met)?
_____ How about possible positive side effects (e.g., increased community understanding and parental involvement)?
_____ Whose judgments about the existence and importance of needs should be obtained (e.g., those of program, staff, parents, students, and site visitors)?
_____ What information should be obtained about costs of the program (e.g., developmental, maintenance, and opportunity costs)?
_____ What about the intrinsic qualifications of the program (regarding especially its philosophical and conceptual adequacy)?

7. Formulate a general design for the study.

_____ Define key terms (especially need and needs assessment).
_____ State the primary and secondary objectives of the study (e.g., to assess and assign priorities to program goals, to select persons and institutions for compensatory service, to involve a broad reference group in goal setting, and/or to establish criteria for use in interpreting goal-free observations).
_____ Provide a logical structure for the study (e.g., present a list of concerns and issues drawn from prior investigations, or lists of possible learner and treatment needs given an analysis of the program under study).
_____ Describe the procedures to be used (such as surveys, document reviews, testing, forecasts, and case studies).
_____ Summarize the standards that are viewed as appropriate for judging the study (e.g., technical adequacy, use by the client, probity, and practicality).

8. Develop a management plan.

_____ Present a detailed schedule of procedures (including the data gathering, analysis and reporting activities).
_____ Specify the support that will be needed to carry out the procedures (including staff, facilities, and finances).
_____ Describe any ways in which the study will contribute to improved needs assessment practice (especially in regard to training, development, and research).

9. Summarize the formal agreements that will govern the needs assessment.

_____ Clearly identify the parties to the agreement (including who will finance, conduct, and utilize the study).
_____ Delineate each participant's responsibility and authority for carrying out or facilitating the various parts of the study (especially in the data collection area).
_____ Specify the reports and other products that are to be produced (including their format, contents, and timing).
_____ Define the provisions covering access to data (such as a restriction against the review of personnel records or a provision for interviewing certain persons).
_____ Specify who will have final editorial authority.
_____ Specify who will have authority to release the final report including the conditions under which it may be released (e.g., the client may be assigned to release the report to the public, but only in an unedited form).
_____ Present the established budget (to include the schedule of payments and specified accounting and billing procedures).
_____ Define procedures for reviewing and renegotiating the formal agreements (e.g., if there are cost overruns in certain budget categories or if unforeseen factors make it desirable to modify the study design).

B. Implementation

1. Acquire the needed instrumentation.

_____ Specify the sources of information (e.g., relevant files, the professional literature, the subjects, experts, policy groups, administrators, staff, the client, parents, and members of the community).
_____ Operationalize the variables of interest (using techniques such as literature search, position papers, observation scales, rating scales, content analysis format, questionnaires, interview schedules, norm referenced tests, criterion referenced tests, and applied performance tests).
_____ Decide what to do about critical levels for each test (e.g., it may be appropriate to decide that no advance designations are possible or desirable, or past practice or research may give direction for identifying useable cutting scores).

_____ Select critical comparisons (such as the past or current performance of a local norm group, the past or current performance of an external norm group, or an accrediting agency's specifications).

2. Collect the data.

_____ Use appropriate sampling techniques (such as random, stratified random, matrix or systematic sampling).
_____ Have key groups rate the importance of the variables of interest (e.g., teachers and parents might assign ratings of essential, desirable, neutral, and dysfunctional).
_____ Obtain the basic data (which may include background, current status, and predicted status).
_____ Process the obtained data (by verifying, coding, and storing it).

3. Analyze and synthesize the obtained data.

_____ Describe the program of interest as completely as the data permit (noting especially the program's goals, design, process, costs and results).
_____ Describe the subjects of interest as completely as the data permit (especially in terms of their developmental levels and their attitudes toward the program).
_____ List the issues and concerns that are revealed in the program and student data (e.g., weak administration, unrealistic goals, lackluster teaching, poor parental support, unmotivated students, inadequate finances and unsafe conditions).
_____ Search out evidence that would either support or refute the identified issues and concerns (such evidence may be in interview and observation protocols previously not scrutinized or in other data that have not been analyzed in detail; or it may be necessary to collect additional data on the questions of interest).
_____ Perform discrepancy analyses if they are called for in the needs assessment design (e.g., such analyses may identify the percentages of students that performed above some critical level on a given instrument).
_____ Perform comparative analyses if they are specified in the design (these may identify the percentages of students that are observed in each decile or quartile of a norm group distribution; they may give the position of a score, mean, or median in a percentile or standard score distribution for a norm group; or they may show the relative heights of a cumulative bar graph for each subject or group of subjects).
_____ Perform a strengths analysis (e.g., by searching out funding opportunities, and qualified persons that are available and may be applied to the validated issues and concerns).
_____ Formulate conclusions and projections (e.g., these may concern realized versus unrealized objectives, met and unmet needs, treatment sufficiencies and deficiences, desirable or undesirable side effects, used, unused and misused opportunities, problems and tradeoffs, and possible alternative futures.

4. Report the findings.

_____ Establish appropriate reporting levels (e.g., summary, main and technical reports).
_____ Decide on report contents (such as, purpose and design of the study, predilections of investigators, description of the program and subjects, identification and investigation of issues, discrepancy analysis, comparative analysis, strengths analysis, conclusions and projections, recommendations, limitations of the study, and the content that governed the study).
_____ Report the findings through some appropriate media (e.g., printed reports, newspaper accounts, oral presentations, public hearings, TV and radio presentations, and sociodramas).

C. Application

1. Assess the merit of the study.

_____ Check its technical adequacy (on such counts as defined object, defined setting, validity, reliability, and objectivity).
_____ Assess its probity (in terms of its full and open disclosure, contract fulfillment and conflict of interest possibilities).
_____ Assess its utility (especially in regard to its timelines, scope, relevance, dissemination, credibility, and importance).
_____ Assess its practicality (in regard to realistic design and cost considerations).

2. Apply the conclusions and projections.

_____ Assist the client and other audiences to apply the findings to their particular questions (focus on the preestablished questions but also help the audiences use the data to discover and address additional concerns).
_____ Help the audiences to make full use of the findings (e.g., to clarify objectives, set priorities, appropriate funds for development, write specifications for developmental efforts, assess program plans, assess outcome data, provide accountability reports, and to recycle the needs assessment process).
_____ Promote the use of the needs assessment study for purposes in addition to those for which the study was done (e.g., to provide instruction in needs assessment or to assist in generating and validating new tools and strategies for needs assessment work).

ALTERNATIVE APPROACHES TO NEEDS
ASSESSMENT IDENTIFIED IN THE LITERATURE*

I. Gathering Opinions and Judgments:

A. Key Informants (Knowledgeable individuals and experts)

B. Community Forums (Discussion meetings of any set of community members)

C. Public Hearings (With any set of lay or expert witnesses)

D. Community and Political Leaders

E. Group Processes (e.g., a semi-structured process such as the nominal group method)

II. Collecting Service Statistics:

A. Utilization data and rates
B. Caseload and workload data
C. Grievance and complaint data
D. Wait-list data
E. Service data in existing Management Information Systems

III. Epidemiological Studies (Systematic studies of the origins of problems, especially health problems)

IV. Studies of the Incidence and Prevalence of Problems (e.g., of disease or handicapping conditions or defects)

V. Social Indicators - Use of quantitative measures of variables, e.g., unemployment, crime, schooling, income, prices, housing, etc. NOTE: "Indicators" can be derived from descriptive sociodemographic data like census data.

VI. Surveys:

A. Formal general population sample survey (these may be conducted through direct, telephone or mail questionnaire)

B. Formal subpopulation sample survey (e.g., of a locality, an age group or a service population)

C. Selective special interviews with service clients, providers, practitioners, agency officials, etc.

VII. Secondary Analysis of Existing Studies or Sets of Organized Data

VIII. Combinations of the Above

*Kimmel, Wayne A. Needs Assessment: A Critical Perspective Office of Program Systems, Assistant Secretary for Planning and Evaluation, Department of Health, Education and Welfare, December 1977 (p. 15)

4. Central file: Mentioned earlier, this file should be a good source of needs information and parties should be urged to contribute.

5. Group discussions: Assembling small groups for their opinions regarding issues or questions is profitable. This could involve specialists (e.g., school nurses, high school special education teachers, a district's special education staff) or other interested parties such as a sample of principals, parents, students and guidance workers.

6. Individual parents and/or parent groups: Taking time to sample opinions from this source yields consumer input and can be used for public relations purposes.

7. Position papers: This approach, already used by BHASED, is encouraged. Respondents are required to state specific needs or opinions in recorded form.

8. Public hearings: This is an open approach that can be used on multifaceted issues; however, as Kimmel cautions, the "circus" approach should be avoided.

9. Follow-up studies: Good information about program effectiveness may be obtained from graduates of the system or students place out of special education. For this, it would be best to employ personal contacts.

10. Evaluation studies: Formal program evaluation studies conducted either by outside evaluators or by BHASED personnel can be helpful in identifying needs. Several good self-evaluation guides in special education are available.

11. Statistical analysis: Although suspect in many ways, headcount disparities related to estimated prevalence figures can be revealing.

12. IEP analysis: A prime source of information for need of services may be available in these documents. Some systematic way of obtaining this data should be developed. Also of interest would be information not recorded in an IEP, even though needed, because a service was not available. This might be the type of data that staff consultants or others present at the staffings could contribute to the central file.

13. Retreats: Although not formally a data-collection technique, the bringing together of knowledgeable people away from their everyday environment to spend time focused on a problem or issue can produce very good evaluation and needs information.

14. Consultants: Another useful source of data can be the use of knowledgeable parties outside of the system. Many times these personnel can lend expertise, objectivity and knowledge of the experiences of others that may be useful.

This list is not complete but does have a great deal of potential for information collection by BHASED program developers. It must be reiterated, however, that isolated techniques and procedures without benefit of clear pre-planning and defensible goals do not solve problems and may contribute to the appearance of others.

Summary

After reviewing information assembled from the sources of inquiry, it was apparent that there was no single model or planning strategy that would fit BHASED's current status. The more reasonable solution appears to suggest the formation of an organization body, a Program Development Council, which could be charged with and equipped to deal with BHASED's program planning endeavors. This appointed

advisory group would, in effect, function as a research and development arm of the organization. Guidelines for setting this proposal into motion have been outlined; these are primarily based upon information gathered during the research phase of the study. In addition, procedures involving the design of a model comprehensive program for BHASED, a means to determine discrepancies between present program status and this model, and a method for dealing with these discrepancies on a short- and long-term basis were suggested. These included techniques for performing needs assessment and facilitative arrangements to obtain information required for planning.